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THE HOUSE FLY

SEPTEMBER, 1915.

Volume VII
Number 9

THE MORGAN COLLEGE BULLETIN

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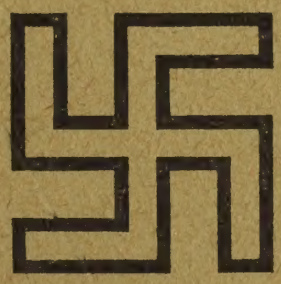

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SEE INSIDE COVER PAGE AT BACK FOR BRANCH SCHOOLS.

Morgan College Bulletin

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Eastern Branch

MARYLAND AGRICULTURAL COLLEGE

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Dedication of Dormitory

at

Princess Anne Academy,

(The Eastern Branch of the Maryland Agricultural College)

THE TRUSTEES, PRINCIPAL AND FACULTY
OF PRINCESS ANNE ACADEMY RE-
QUEST THE PRESENCE OF
THE FRIENDS OF
THE SCHOOL
AT

DEDICATORY EXERCISES

ON THURSDAY, OCTOBER 28TH,
FROM 10 A.M. TO 4 P.M.

DISTINGUISHED SPEAKERS WILL BE PRESENT
MORNING AND AFTERNOON

The Morgan College Bulletin

VOL. VII SEPTEMBER, 1915 NO. 9

E D I T O R I A L S

SOME DOINGS IN THE ALEXANDRIA DISTRICT, WASHINGTON CONFERENCE.

The second annual Group Meeting of the following nine contiguous charges on the Alexandria District namely:— Bridgewater, Grottoes, Harrisonburg, Stuanton, Strasburg, Waynesboro, Winchester, West Stuanton, and Woodstock, was held at Woodstock, June 24th and 25th, Rev. C. E. Hodges, Dist. Supt., presiding.

There were representatives present from seven of the charges, and the first day was devoted to the theme "Education", addresses being delivered by the Revs. E. A. Haynes, J. W. Hollins, C. S. Harper, E. J. Ruddock, C. E. Hodges, and President J. O. Spencer of Morgan College,—"Our School at Lynchburg, Va.," constituting the special topic. The progress of the school was well set forth, and the following information given:— The attendance has been increased nearly 100 per cent. within the last five years, and the State Department of Education now grants State Certificates to those graduates of high standing desiring to teach in public schools. Improvements have been made throughout the buildings and grounds, and the outlook for the future is encouraging.

Evangelistic services were held at night, — the sermon by Rev. J. E. Dotson, and the song services led by Rev. C. S. Harper, with Rev. G. A. Newman as pianist. It was a soul stirring service, and resulted in reclaiming an excellent young man, Mr. Jos. Harden, to the church.

The second day the theme was: "The Layman's Movement", the discussion being participated in by Profs. G. W. Witherall and G. A. Newman, and Revs. J. A. Reid, J. E. Peterkin, J. W. Hollins, and others. In the meantime, the Executive Committee was outlining the program for the District Conference, which will convene at Leesburg, Va., September 1-5, 1915.

At 8 P.M., a Concert was given by the visitors, assisted by the local talent. The church was crowded, with white and colored vying with each other to make the gathering a success,—and it was a decided one, long to be remembered by the residents of Woodstock, as well as by the visitors.

We close this article with three special observations. (1). The hospitality of the people of Woodstock was open and free-hearted, the latchstring of every door being on the outside. The Lord bless all the people. (2). We note the forethought and good management of our District Superintendent in calling the meeting of the Executive Committee to formulate the program for the District Conference to be an occasion of great benifit to the community in

which the meeting was held. (3). Rev. J. W. Jenkins, pastor in charge, performed his part to perfection in caring for all visitors. He is a man beloved among his people.

Yours for the cause,

G. A. Newman, Reporter.

Harrisonburg, Va.

THE COLORED BASEBALL LEAGUE.

THE June number of the BULLETIN had something to say by way of encouragement about the baseball league among colored players on the Eastern Shore of Maryland. The season of more than fifty scheduled games fell a bit short when operations ceased about July 15th instead of September 1st.

We must be critics and not faultfinders and allow the management the benefit of every doubt. From a financial standpoint some money was realized. The gate receipts of each game were divided thus: forty-five per cent. to each team and ten per cent. to the general treasury of the league. The league treasury was alwas sure of money from each game while the teams might lose. Sometimes the expenses of a visiting team would be more than its share of the receipts. The players were not guaranteed any salary as they were to share in the profits of their teams.

An excellent schedule was arranged providing for four to five games a week for each team with some double headers. Easton was unable to meet the schedule and played fewer games than any town.

According to games played the General Manager, Mr. Howard Morris of Princess Anne, furnishes the following club standings:

CLUB	W.	L.	P.C.
Crisfield	12	2	.851
Cambridge	10	4	.714
Pocomoke City	6	9	.400
Salisbury	5	8	.385
Princess Anne	3	9	.250
*Easton	3	10	.231

*Failed to play all games and some were added to lost column.

Space will not allow a tabulation of the merits of players in various positions but splendid material of high class was on the mounds, behind the masks, on the sacks, and in the garden. James G. C. Finney of the Academy pitched the Crisfield team to some victories before leaving for Ocean City, N. J. C. C. R.

"AWAY TO SCHOOL."

Our youthful hearts for learning burn;
Away, awayto school;
To science now our steps we turn;
Away, away to school.
We turn from home and all its charms, and leave our parents' loving arms;

CHORUS.

Away to school, away to school, away, away to school.
Behold, a happy band appears;
Away, away to school;
The shout of joy now fills our ears;
Away, away to school.
Our voices ring in music sweet, when with our friends in school we meet;—Cho.

No more we roam in idle play;
Away, away to school;
In study now we spend the day;
Away, away to school.
United in a peaceful band, we'er join'd in heart, we'r join'd in hand;—Cho.

A mighty army of children has sung this song *verbatim* or has paraphrased it all over this great world. The denial of this opportunity to many because of bloody war has made richer opportunities for others, because employment and wages are better. The maxims, "One person's loss is another person's gain" and "It's an ill wind that

blows nobody good" work as well now as ever.

September is the universal school-opening month, save for a few. From the rugged cliffs of Maine to the sea-washed sands of Florida; from the yawning Puget Sound to the heart of "The Land of Perpetual Summer" on meridian lines, and from the great, broken coast line of the Atlantic to the shores that meet the placid Pacific on parallels school bells have rung gladness to the hearts of a host of children.

For some the school bell does not ring in September. In many of the colored public schools of the State of Maryland the bells do not ring till October. This means the Negro child is given a late start. Incidentally, the curtain is rung down on the colored child in many places by or before the middle of April, thereby denying him all told more than two month's schooling that rightfully and legally belong to him. In many cases schools are continued for those who will attend supported by personal subscription of colored people. In the midst of all this our boys and girls *sing* and apply themselves energetically while permitted.

All who go to school are not children. During this month doors of high schools, academies, institutes, seminaries, colleges and universities will open to young men and to young women who are thinking seriously about life's problems and how best to solve them. Among such institutions one at Princess Anne will open doors and extend a greeting of welcome on Friday, September 24th. Among the teachers two new faces will be seen. On the grounds are seen the completed and furnished new girls' dormitory, the new water plant, improvements in the carpentry and printing departments, a renovated engine on the farm, freshly painted dwellings, newly treated walls in the dormitories and administration building and improved hedges and roadways. These are some of the improvements on our already beautiful school. The curriculum is being changed, too, to strengthen our graduates.

How many will sing "Away to School" when the 24th rolls around? Who can tell how many new faces will be among the students? To him or her who has thought of the matter seriously, would you not like to be one to help sing this song at Princess Anne Academy? Dear parents, you who hold the educational fate or fortune of your child in hand, will you deny it schooling or give it a chance? If you want your child to try our school write to PRINCIPAL T. H. KIAH, A.B. for catalogue or any information.

C. C. REED.

L I T E R A R Y

THE BODY OUTLASTS THE LEGS.

Joseph E. Oliver.

IT is a somewhat singular fact that a majority of horse owners and horse users have never taken the time to study the construction of the horse's foot. The hoof is elastic and complicated, but phenomenally well adapted to the purposes for which it is used. It is a shell of horn attached to exceedingly delicate and sensitive parts, all of which are intimately connected and depend upon each other. They are each essential to the proper growth, power and durability of the animal.

The hoof has three parts: the wall, the sole and the frog. Each has its work to do and any interference with it is highly injurious to the animal. This being the case, it is extremely important that the utmost care be given to shoeing. It appears to be a simple matter to nail an iron shoe to a horse's hoof, but it is really a very difficult one. Nature never intended a horse to wear out a half dozen sets of legs. If the animal were used properly and shod properly its legs would last as long as its body.

Many smiths are beginning to say that the shoes generally are too heavy; that a light shoe, if well made will outlast a heavier one, and that a light shoe is all that is required, except in the case of heavy draft horses.

Some philosopher has been estimating the amount of energy uselessly expended by a horse in raising the shoes which overload the feet. For convenience the weight of the shoe is fixed at two pounds, which is a good average being the exact wieght of some while others vary from eight ounces to three pounds. Taking the weight given and estimating one step to a second or sixty steps to a minute, which is not far out of the way, the horse would lift 480 pounds with his four feet in a minute, or 28,800 pounds an hour. Figure for yourself the pounds lifted by a horse in this manner in a day and the unjust burden put on horses by overheavy shoes is astonishing. Even were this cut in half is it any wonder that a horse goes lame before it does?

THE HOUSE FLY.

WM. A. WARFIELD, M.D.,

Freedmen's Hospital, Washington, D. C.

[This article on a most important subject is contributed by Dr. Warfield an alumnus of Morgan College. Do so some more Doctor for the benefit of all our readers. Ed.]

There is probably no other agency that has the opportunity and capacity to spread disease like the ordinary house fly. It is more or less a domestic insect and lives about the habitation of man. Its opportunities to get into infected matter are greater than those of any other insect. It moves from place to place rapidly and thrives in great numbers. On account of its hairy feet with suckerlike terminals, it can gather more certainly whatever infected matter it may chance to light upon, making its presence one of the greatest dangers to the health of any home.

The fly is a known distributer of many diseases, such as typhoid fever,

tuberculosis, intestinal disorders, especially diarrhoea and enteritis (summer complaint) and cholera. It delights in visiting the spittoons of the careless consumptives and revels in the open garbage pail, the the manure pile, the carcasses of decaying animals, the refuse heap and then calls at your home to crawl over your exposed food, swim in your milk, wade trough the butter or gambol over the nursing infant's face or bottle, distributing untold number of disease producing germs and particles of filth, the unseen messengers of illness and death.

How to Destroy the Fly.

Eliminating the breeding places will greatly mitigate the fly nuisance. It is well to remember that heat, light and moisture are the great factors necessary for the hatching of the eggs and that open garbage pails, dead animals, manure pits, decaying vegetable matter and fermenting refuse piles afford favorable breeding places.

Screen your homes, screen all food, especially milk, screen the bed of the baby and those who are ill.

A good fly poison may be made by using one half pint of milk, one half pint of water, two teaspoonfuls of sugar and two teaspoonfuls of formaldehyde. Small squares of bread saturated with this mixture and placed in shallow dishes throughout the house (out of reach of children and animals) will be found useful.

Carbolic acid (phenol) placed on a heated shovel will create a vapor that will kill flies, and sticky fly paper may be used to advantage.

Destroying the eggs before they hatch is the best method of fighting the fly and the best agent for this is powdered borax. It should be applied through a fine sieve or flour sifter. Two ounces of borax to a can of garbage daily or ten ounces to eight bushels of manure and sprinkle with water.

Borax should be applied also to floors, crevices in barns, stables and all places in the home where fles are likely to lay their eggs. Always sprinkle water over it.

LAND AS AN INFLUENCE UPON THE NATION.

STEPHEN H. DIX.

EVERY nation like every individual is distinguished by certain characteristics peculiar to that nation only. The Englishman with his conservative patience, persistent efforts, indomitable tenacity of purpose and cool determination differs greatly from the Frenchman with his intellectual alertness, inventive genius, cultural ideas and philosophical insight. The Romans were a practical, pragmatic people: the Greeks, on the other hand, were theoretical, emotional and philosophical.

It was not only the environment in which the primitive part of these nations found themselves that gave them their individual types and characteristics, it was also the act of fitting into and changing their environment that made each nation individualistic in habits and ideas.

These different national types and characteristics have been interwoven into the life and habits of each passing generation by means of their national institutions, namely home, school, church, government and the centers of industry. In these institutions each nation has worked out its political, religious and social i-

deas according to its own character and environment.

The growth and development of a people depend upon the character and efficiency of these institutions through which the people pass and national habits are formed.

The national institutions have become in many nations great refining and crystalizing centers of life around which the thoughts and feelings of a people grow and a nation flourishes.

The habits and ideas fostered by these institutions, representing each individnal nation, are so woven into the life of each individual composing the nation that he can never depart from them. The foreigner who comes to this country never fully becomes an American citizen. The spirit and characteristics of his native land will ever abide with him. Sometimes it is after several generations have passed that his descendants fully grasp the national idea and spirit characterizing this country.

The type of people forming the nation exists in its ideas and physical make-up in a necessary relation to the land. The land is the stage upon which the nation plays its part in the great drama of national life. Just as the stage with its landscape and scenery affect the play and actors so also does the land with its geographical features and location affect the nation.

The geographical features and location of Greece and Italy were favorable for the easy development of agricultural products and commerce. Thus these nations were given a splendid opportunity to spend most of their time in conquest and learning.

The lofty mountains as they kissed the blue sky not only protected them but inspired their lives to loftiness, sublime thought and the love of physical strength and beauty.

England, segregated by nature from the great powers of the world, has been wonderfully blessed. Her climate, influenced by the balmy moist winds from the Gulf Stream, is mild and conducive to the growth of grains and the raising of stock.

The waters that separate her from the continent of Europe serve her as a fortress.

"This fortress," says Shakespere, "built by nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to the house,
Against the envy of less happier lands,
This blessed plot, this earth, this realm, this England."

The United States is blessed far above most other nations as to her geographical features and location. She can grow nearly all the food products found in other parts of the world.

The irregularity of her coast line greatly aids her commercial and intellectual growth, and give her excellent buoys and harbors—doorways of continents—upon which largely depends the progress of any nation.

The arrangement of mountains in the United States is almost perfect and the mineral resources locked up in them are most valuable. These

mineral and agricultural products that have been produced have enabled her to become one of the leading by-product countries of the world.

This nation the last rose of western civilization, not yet plucked by the hand of war has made her house in the temperate zone with the greatest nations on earth.

This is a new country with great possibilities. It is in the morning of her civilization and development. Truly it is the Land of Opportunity.

The boundaries of nations which are so essential in the life and development of a people are made by nature and the desire and character of the people. Thus law is universal and the nations that have violated it have again been compelled to acknowledge it. The French recognized it when they attempted to stretch their boundaries beyond the Atlantic. Great Britain acknowledged it when she attempted to own and control the American Colonies. It is said that Rome never passed beyond her boundaries so clearly defined in nature and history but that she was driven back again with loss. Germany in her aggressions has overstepped her limits, only after disaster to withdraw again.

There is in nature and in history the evidence that God has appointed the boundaries of nations. All nations believe this. The Greeks thought that Zeus who dwelt in his palatial home amid winds and storms had appointed their boundaries. The Romans believed that Jupiter who lived amid the snow-capped peaks of Olympus had given them the land. It is written, "He hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the time before appointed, and the bounds of their habitation."

The people and the land exist in a joint relation to the nation. The land becomes associated with the spirit and purpose of the people.

Since the land is given by God to the nation as a stage upon which to work out its purpose and plan for the betterment of mankind and the glory of God it is the Holy Land. There is thus attached to the land a sacredness which comes from the spirit and hope of the nation.

It shares in the sacredness of the life of the nation, historical associations grow up in and around it and pass sacredly from parent to children forming a rich legacy to all generations.

How dear to America are the stories of "The Boston Tea Party," the "Boston Massacre," "Paul Revere's Ride," George Washington's and Lincoln's Boyhood Days, "The Battle of Bunker Hill," "Lee's Surrender."

Thus the type of people and land are the necessary elements of a nation. The land its location and physical features as well as its type of people are necessary for the develop. ment of a strong nation. Without the rela-tionship and co-operation of land and people there can be nonation.

PRINCESS ANNE ACADEMY OPENS SEPTEMBER 24th.

Mary Townsend Kiah.

PRINCESS ANNE ACADEMY is about to begin her twenty-ninth year of service in the education and training of the Negro youth.

Twenty-nine years ago a few colored men intensely interested in their race, and assisted by a number of

large hearted white men, seeing the great need and the large possibilities for good which could result from the locating of a school in this section, co-operated with the Centenary Biblical Institute, now Morgan College, and selected the site on whlch now stands Princess Anne Academy, Princess Anne, Md.

Professor Benjamin Oliver Bird, then an instructor in Centenary Biblical Institute was appointed to organize and build up the school. Professor Bird and his wife Mrs. Portia A. Bird, a very estimable woman, were permitted to labor together in their chosen field eleven years only. But during those brief years, from an old brick house surrounded by a wilderness of brush and bramble, which house was dormitory, classroom and Principal's residence, he had been able to so impress the work of the school and his own passion for the uplift of his race, upon the public as to create friends and prestige for this school. He soon realized a boys' dormitory, a girls' dormitory, a teachers' cottage and trades building and an additional farm.

The respect and reverence with which white and colored people of Princess Anne speak of "Professor Bird" stand as a monument to the memory of the man who gave his life for his school. He loved his students; they loved him.

The years that have come and gone since the death of Professor Bird have been years of work and struggle. Beside the academic work there are a number of industries, one of which each student is required to pursue throughout the four years of work. Courses in agriculture, carpentry, blacksmithing, printing, domestic science and art, are given and are carried to a high degree of efficiency.

The academic work of the school is graded after the Maryland high school course with the industrial work correlated. Efficient, wide awake instructors require careful, painstaking work of each student.

The music department was added two years ago with Miss E. Juanita Bowen, danghter of Dr. J. W. E. Bowen, instructor. This has added new life to our work. Each year the Choral Club renders an elaborate cantata. The music rendered at commencement is from the masters closing always with the famous "Hallelujah Chorus." The singing is an inspiration.

The plant is a farm of an hundred and twenty acres on the main road about a quarter mile from the town Princess Anne. From an old rundown farm some parts of which would scarcely grow sedge grass, you now may see a beautiful garden, rank fields of prize corn, fields of alfalfa, growing in abundance. We welcome visitors at all times.

Princess Anne Academy was first known as the Delaware Conference Academy, and because of early association has always been regarded with reverence and affection by the ministers of that body and through them are so regarded by the masses with whom they have labored. Very many of the Conference are alumni and they have ever supported the school with money and students. They are loyal supporters now. There has just been completed on these grounds by the efforts of the Conference and friends a dormitory for girls with modern conveniences, among which is a complete heating plant covering both old and new dormitories. Each room and hall is equipped with radiator insuring com-

fort and better health conditions. We are easily able to accommodate an hundred and twenty-five girls comfortably.

After all, books, shop, equipment, lectures from teacher's desk and platform, the end desired is that all these instructions may be so received as to best bring out the fullest individual development that each student may be sent out into life, into his community a trained man or woman able to assume and ready to accept the responsibility of his or her share of service to the community—a citizen.

A thoroughly trained Matron Preceptress is in charge of the girls and careful chaperonage is insisted upon at all times. The boys building is in charge of a competent disciplinarian. The moral tone of the school is of first importance to those in charge.

We invite the patronage of the public and shall be glad to send catalogue and any other information desired.

THE NECESSITY OF WAR.

F. L. Kelly. P. A. A. Prep. '15.

"THERE is a tide in the affairs of men which, taken at the flood leads on to fortune." This is indeed a truth that will not falter; however deeply it may be expounded, there still remains the one thought which it conveys, and this thought may be especially applicable to the subject at issue.

To give to this subject all of its attributes it would require a mind so profound in its reasoning that in comparison Socrates or Archimedes would seem as infants.

The apparent horrors which accompany any war are but tokens of an oncoming prosperous country; for the clouds of detriment and obstruction have a silver lining and when they burst, then this lining of peace and prosperity which sweeps over civilization, causing men to rejoice in their achievement is one evidence that war is an indespensable requisite for the welfare of the country.

First let us visit prehistoric man. His means of warring may be considered as the most horrible thing in which man could indulge, but his "tide was taken at the flood" and as a result he built places of shelter to protect himself from the assailant, and also he was led to turn the crude pieces of stone and bronze into useful war implements, because necessity became the mother of invention. His industry did not terminate here, but he transformed the stone and bronze into other useful tools upon which our modern inventions had their foundation.

Again look back through the telescope of time and behold the invincible Cæsar as he climbs snow-capped mountains, crosses deserts and forests, causing men to see the sun rise from an ocean of despair and sink into a sea of blood, and as he does this we see the whole world paying him homage and making obeisance, because of his terrific battles which seemed a curse to any nation, but after accomplishing this he goes back, falls at the feet of Rome, crowns her with victory, and makes her the belle of all creation. Why was all this? Why did not other countries conquer Rome? Why was not some uncivilized country made the flower of creation, thus unmercifully and barbarously slaying civilized men? Because the mighty Cæsar took the tide at the flood and led Rome on to fortune.

The Revolutionary War caused many homes to be dosolate; many a woman to weep for the loss of a son, brother, or husband; caused the American colonists to forget self and stick to the cause of American Liberty; yet in spite of all this, the war was the embryo from which American Freedom sprung and was the means by which an end was put to much of Engliah cruelty.

The Civil War or War of Rebellion in like manner though it caused our streets to flow with blood and our men to be slain unmercifully, yet it was a means by which the country was exempted from that awful curse of slavery and which made every man a free citizen. In both of these instances the tide was taken at the flood and the country was led on to fortune.

Let us leave history and visit the elements. Even there we shall find war. The winds, the heat, cold and other thermal phenomena are contending with each other causing the rain to descend upon the earth, making both plant and animal life possible; in the clashing of these phenomena lightning has its origin, which when harnessed is made an indispensable factor in modern civilization. With these facts in mind we can plainly see the necessity of war in the elements and as much as it is needed in the elements in the same proportion is it needed on earth.

War even goes beyond this. Every man has embodied within him two hostile forces which are constantly battling with one another. These gigantic powers are very often the means by which man, who has will-power, who is a man in every sense of the word, is led to do a great good and at the same time in that the good power triumphs over the evil he is made stronger in mind and character and the next time he is able to conquer his temptation more easily. So, even the powerful Christ had to enter into war with satan before He was prepared to enter the field which was set before Him. We behold Him as He clothes Himself with the armor of God, walks upon the battlefield of earth and as the vile satan assails Him, He flings the javelin of piety at him which fells the huge monster, and his little imps flee from the wrath of the Master as he walks triumphantly across the battlefield. Having conquered sin, we see the heavens open and God's smile ubon Him giving light to the whole civilized world, causing even the angels of glory to honor Him and do Him obeisance, while man trembles and falls with fear at His feet. All of this is an evidence that war is an inevitable and indispensable factor in the welfare of any people.

Let us ride above the clouds and take a peep into the Celestial City. There we shall even find that war was necessary to make it a city where absolute peace reigns. War in Heaven? "Folly, folly" someone cries. But bear with me. Lucifer the most beautiful angel that ever trod the gold paved streets of the New Jerusalem because of his beauty becomes self-conceited and as he becomes so he attempts to put himself above God, thus causing two opposite forces in Heaven and wherever there are two hostile forces, war is bound to set up. Consequently Lucifer constantly worked in opposition to the Father, trying to dethrone Him and place himself at the head of glory. But the Father finally ejects the vile creature from the Heavens, and he, with his hosts,

sinks lower than the grave. Was this necessary? Yes because when Lucifer became so egoistic as to think himself above God he had to be defeated in his plans or else he would have polluted all of glory; and if war was necessary in Heaven in order to have absolute peace, certainly it was necessary on earth.

We hear from Europe the moanful cries of thousands who are victims of the horrible war. We hear the roar of cannon; the clash of arms; we see men falling so fast that they cannot be counted; see mothers who are sitting at home, with an infant clinching her hands, with the demon starvation personified in its anxious eyes; see women attempting to carry on the harvesting as they are trampled and crushed beneath the feet of the enraged army. It seems horrible to many. But remember

"God moves in a mysterious way,
His wonders to perform,
He plants his footstep in the sea,
And rides upon the storm."

As horrible as it may seem, when it is all ended, when those gallant soldiers shall cease to oppose one another and sinking into depths lower than the grave, we see men, women, and children rejoicing, not simply because war is ended, but because conditions have changed and everything is made better.

Inas-much as war has been beneficial to the countries of the world, thus far regardless of the horrors which accompany them, we will say in the words of the Book, "The wolf shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together." So in the providence of God may the rigors and hardship, the cruelties and wickedness of war be turned to some account in the progress of the human race.

Let us hope that out of this war brotherly love will come as a mighty force among men.

A GOOD WAY AND A GOOD TIME TO CLEAN DIRTY TYPE AND CASES.

C. C. REED.

AN annual bath, at least, is necessary to keep type that is used in good condition. If much body type is used to run the plant all the a's can be put into a pan or pot of boiling water containing lye and allowed to remain about ten or fifteen minutes, stirring gradually with a stick to loosen the hard ink and oil. This water should be poured into another receptacle and the type then held beneath a spigot running boiling hot water till all traces of ink are gone. Place type on piece of cloth or board and allow to dry, which takes but a short while as type is warm. Then redistribute letters in cases and take letter b and so on through the entire case.

If you wish to clean dirt from cases, which should be done yearly at least, place type in heaps, according to alphabet, on paper then clean case with bellows, tighten up warped bottoms and mend all broken partitions.

Such work may be done advantageously during the dull season which usually comes in summer.

The faces of all the workmen brighten up with the type which looks new. The process worked finely in the Academy office this summer.

Prior to a cleaning a line of 9 point Century Expanded set to a 27 em

mesure would extend about four points over at top of line and be fully four points short at bottom, causing a perceptible lean in the line and the type would work off its feet in the lock up giving considerable trouble on the press. Hard use of type like this soon ruins the face as only part of it is subjected to planing and pressure. Type handled this way soon becomes useless.

SCHOOL NOTES AND NEWS

BALTIMORE.

During the summer just passed several improvements have been carried out at Morgan and things gotten shipshape for the fall opening. An up to date plumbing system has been installed in the basement for the boys with shower, etc. complete. The fence has been rebuilt and new floors have been laid down in the chapel and lower halls. All this has not been accomplished without its attendant hustle and disturbrnce but every thing is happily completed now and a school brand new in several respects will greet the returning students.

Dr. Pickens with his family has moved in and is preparing to lay hold with a vim. Truth to tell, both he, President Spencer and any one else who blundered along has had to strip off jacket and collar and plunge into what might be termed a practical course in general school cleaning. We are expecting great things of Dr. Pickens.

The prospects for a large attendance are very bright this year, all the rooms in the dormitory being assigned while applicants are constantly turning up. It seems hard to turn good earnest students away but this more than anything else will hasten our move to larger quarters. If you want something new you must thoroughly wear out the old.

During the summer we have heard from numbers of the boys and girls both at home and away. Misses McPherson and Stuart spent the summer in Atlantic City, also Messrs. Kelly, Young, Moore, Smith, Cheers and Miles. Mr. Gordon Byrd is heard from in Ocean City, N. J. while Mr. Lawrence Harris traveled away off to Far Rockaway, L. I.

Carter toughed it out in the old building on Fulton Ave., as some one had to fill the useful rôle of unlocking doors for carpenters, answering bells and foretelling the President's return.

Professor Williams spent a part of his vacation in the Summer School at Ohio State College, Columbus.

Miss Kendrick conducted a social survey of the colored population of her home town, Ottumwa, Ia. She had the hearty co-operation of the leading colored citizens of the town. We hope that she will give the readers of the BULLETIN the benefits of her work.

Professor William Pickins, Dean of Morgan College with his family is nicely settled in his apartments in the College. He is taking hold of the work with zeal and enthusiasm.

Registratrion at the College bids fair to be a large one. There are special demands for more rooms for the young men.

We deeply sympathize with Professor Williams in the death of his father, which occurred in the latter part of July at Wilkes Barre, Pa.

PRINCESS ANNE.

Summer school was in session at Princess Anne Academy from June 28th to August 6th. Professor Joseph H. Lockerman, Principal of the Training School for Colored Teachers, Baltimore, was Acting-Principal assisted by an able staff of teachers. Thirty-six student-teachers were enrolled.

Closing exercises were held on the campus, August 4th at 3 o'clock. Faculty and students met around the festal board at 8 o'clock. The children were served refreshments Thursday morning, the fifth.

President J. O. Spencer of Morgan College and Branches delivered a lecture on "Behind the Firing Line" in the early part of the summer school.

Superintendent Dashiell of Somerset County, Superintendent McMaster of Worcester County and Superintendent Spade of Dorchester County each delivered a lecture fitting and appropriate to the summer school teachers on appointed dates.

The flouring and lumber mills in the town and the Academy farm were points of interest on the excursion schedule for the summer school.

Miss Martha Morris of Princess Anne, a member of the summer school, entertained the faculty and students in her home on the evening of Tuesday, August the third.

A part of the new dormitory for girls was used during the summer school. The furnishing of the rooms is about completed now and a welcome reception awaits new comers.

Work on the new water system is moving on rapidly. Water will be piped into the girls' dormitories, the administration building, guild hall, the boys' dormitory and the mechanics' building. Sewerage connections will be made with the administration building and the girls' dormitories.

Miss Alice M. Harris of the High and Normal schools of Washington will teach domestic science and art at the Academy.

Mr. Joseph E. Oliver of Hampton Institute is instructor in blacksmithing and wheelwrighting. Mr. Oliver is qualified to do extensive work in steamfitting and plumbing. He is also an all round athlete having led Hampton's foot ball team to victory in every game played during the season of 1913 and to the undisputed championship in foot ball among the colored schools of the Middle Atlantic States the same year.

Mr. Stephen H. Dix divided his vacation time between New York City and Atlantic City. The last few days were spent at his home in Pocomoke City, Md.

Mr. R. A. Grigsby went to his home in Lexington, Va. shortly after school closed, was at the Academy as teacher and secretary of the summer school, and then got away to Atlantic City for some vacation.

Principal T. H. Kiah registered at Columbia University for a six weeks summer course.

Mr. W. W. Privott the former school blacksmith and teacher reports big successes in truck gardening. He has a few acres under cultivation and is a success as a trucker.

Messrs. D. J. Pinkett, John Elliott Smith, R. L. Cordery and C. C. Reed of the faculty spent their time this summer on and about the school grounds.

Miss Alice M. Carroll attended summer school at the University of Pennsylvania.

Miss Lida L. Brown pursued special studies in the University of Pennsylvania this summer.

Miss E. Juanita Bowen spent much of her vacation time in institutions in New York State, taking special courses.

Material improvements have been made in the carpentry and printing departments this summer. Overhead floor space has been allowed each department by stairways leading to the second floor. Tne offices of the instructors are located on the midway landings.

Seven scholarship students have worked here during the summer,—five on the farm, one in the carpentry department and one in the printing department.

The school chapel has been used for sometime as a place of worship by members of Metropolitan M. E. Church, Princess Anne, who are having extensive repairs made on their church. Re-opening services will be held on Sunday, September 26th and on Sunday, October 3rd. The edifice looks handsome. A pipe organ will be used hereafter.

BY C. C. REED.

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A REPORT ON CONDITIONS AMONG THE COLORED PEOPLE OF OTTUMWA, IOWA.

OCTOBER, 1915.

Volume VII
Number 10

THE MORGAN COLLEGE BULLETIN

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The Morgan College Bulletin

VOL. VII OCTOBER, 1915 NO. 10

E D I T O R I A L S

MORGAN COLLEGE,
BALTIMORE, MARYLAND,
COLLEGE COURSES FOR TEACHERS.

THE following courses are offered teachers and other persons qualified to follow them to advantage and who may wish to receive college credits. Other courses may be offered if the demand for them should justify this action.

An examination of THE COLLEGE BULLETIN will show that certain courses are required for all who become candidates for the degree of Bachelor of Arts. Certain other courses are prerequisites for courses to follow. A total of 64 credits is required for the bachelor's degree. Graduates who complete all the prescribed courses in education are granted a Teacher's Certificate by the State Department of Education. This is a life certificate to teach in Maryland.

Applicants who wish to become candidates for the bachelor's degree in Morgan College may be admitted to these courses

a) by passing a satisfactory examination for admission;
b) by presenting satisfactory certificates of work done in other institutions;
c) by submitting certificates of graduation from approved high and normal schools, public or private.

The credentials of candidates for advanced standing will be subject to evaluation by the Committee in Charge of College Courses for Teachers.

Qualified applicants who are not candidates for a degree may be enrolled as special students.

For details of the regular courses, with the credits for each, consult THE MORGAN COLLEGE BULLETIN, 1915-1916, pages 23-32.

A candidate for the bachelor's degree must complete at least 15 credits at Morgan College.

EXPENSES.

A registration fee of one dollar per year.

Five dollars per year, payable one-half on registering and one-half at the middle of the year, will be charged for each course.

Not all of these courses are offered each year. Candidates should con-

fer with the President or Dean concerning courses of instruction being offered.

COURSES OF INSTRUCTION.

The College reserves the right to withdraw any of these courses in case the number of applicants for them does not warrant the formation of classes.

Psychology (Education I - 3 hours per week - year course - 2 credits - Bulletin, page 28).

History of Education (Education II - 2 hours per week - year course - 2 credits - Bulletin, page 28).

Special Method (Education III - 3 hours per week - year course - 2 credits - Bulletin, page 28).

General Method (Education V - 2 hours per week - half year course - 1 credit - Bulletin, page 28).

School Organization and Discipline (Education VI - 2 hours per week - half year course - 1 credit - Bulletin, page 28).

School Law (Education VI - 2 hours per week - half year course - 1 credit - Bulletin, page 28).

Logic (Education IX - 2 hours per week - year course - 2 credits - Bulletin, page 28).

Ethics and Æsthetics (Education X - 2 hours per week - year course - 2 credits - Bulletin, page 28).

College Algebra (Mathematics I - 4 hours per week - year course - 3 credits - Bulletin, page 29.)

Plane and Spherical Trigonometry (Mathematics II - 4 hours per week - year course - 3 credits - Bulletin, page 29).

German - Beginner's Course (German I - 4 hours per week - year course - 2 credits - Bulletin, page 29).

German II—(For those who have completed the equivalent of German I - 4 hours per week - year course - 2 credits - Bulletin, page 29).

Elementary Spanish (Spanish I - 4 hours per week - year course - 2 credits.

Spanish II (Those who have completed the equivalent of Spanish I - 4 hours per week - year course - 2 credits.)

Greek I—For Beginners (4 hours per week - year course - 2 credits - Bulletin, page 25).

Greek II (3 hours per week - year course - 3 credits - Bulletin, page 25).

Virgil's Æneid, Books I-IV with Prose Composition (Latin I - 4 hours per week - year course - Bulletin, page 24).

Latin II (4 hours per week - year course - 3 credits - Bulletin, page 25).

No credit is allowed in a foreign language for less than two years study.

Economics I—(2 hours per week - year course - 2 credits - Bulletin, page 26).

Sociology I—(2 hours per week - year course - 2 credits - Bulletin, page 26).

Sociology II Philanthropy *A* - 2 hours per week - year course - 2 credits.

Sociology III Philanthropy *B* - 2 hours per week - year course - 2 credits. This course is offered to those who have pursued Philanthropy *A*.

European History (History I - 3 hours per week - year course - 2 credits - Bulletin, pages 25-26).

American History (History II - 3 hours per week - year course - 2 credits - Bulletin, page 26).

European History (History III - 3 hours per week - year course - 2 credits - Bulletin, page 26).

American History (History IV - 3 hours per week - year course - 2 credits - Bulletin, page 26).

Political Science (History V - 2 hours per week - year course - 2 credits - Bulletin; page 26).

English I—(Rhetoric - 4 hours per week - year course - 3 credits - Bulletin, page 23).

English I *B* Argumentation - 4 hours - 3 credits.

English Literature (English II - 4 hours per week - year course - 3 credits - Bulletin, pages 23-24).

English and American Literature (English III - 4 hours per week - year course - 3 credits - Bulletin, page 24).

English Literature—Intensive Study of Selected Authors, etc. (English IV - 4 hours per week - year course - 3 credits - Bulletin, page 24).

English Literature—Intensive Study of Selected Authors (English V - 2 hours per week - year course 1 credit - Bulletin, page 24).

General Physics (Physics I - 3 hours per week in addition to laboratory practice - year course - 3 credits, Bulletin, page 30).

General Chemistry (Chemistry I - 3 hours per week in addition to laboratory practice - year course - 3 credits - Bulletin, page 30).

SCHEDULE OF HOURS.

It is proposed that the College Classes for Teachers shall extend from 4.10 P.M. to 5 P.M. and from 5.10 P.M. to 6.00 P.M. on week days except Saturdays. The laboratory work required in the courses in physics and chemistry may be done on Saturday mornings. Details will be furnished later.

APPLICATIONS.

Blank forms of application for admission to the College Courses for Teachers may be obtained from the Registrar of Morgan College.

COMMITTEE ON COLLEGE COURSES FOR TEACHERS:

President John O. Spencer,
Dean William Pickens,
Professor Coralyn L. Clarke,
Professor Robert D. Williams,
Professor Eva May Kendrick,
Professor Charles A. Johnson.

COMMITTEE OF THE BOARD OF TRUSTEES:

Rev. M. W. Clair,
Mr. H. S. Dulaney,
Professor Carrington L. Davis,
Professor Joseph H. Lockerman.

THE SCHOOL ARMY.

IN these days of war and militarism it may be well to turn our minds for a moment to the contemplation of the vast student army of some 25,000,000, enrolling themselves under their officers of instruction, numbering in all ranks and classes a million and a half more.

If the numbers of this great student army learn the lesson of obedience, of social co-operation, of working with and for others; if they learn the elements of the English language and on completing their too short courses can solve some of the problems of every day business; and if in addition they really learn how to do something worth while in an industrial sense as well as to think with reasonable accuracy we may count the system that trains them fairly successful. That there are glowing faults and striking defects in the system or systems of education no one who has thought at all on the subject, will deny. That we should not be idly tolerant of known defects is certainly true, but we can all gain some inspiration from the simple fact that our country believes in education.

All hail to the faithful men and women,—mostly women and it must be sorrowfully admitted,—who with rare devotion and patience essay the task of teaching the infantile human to be really human. There is so much of the savage in the best of us that any real, civilizing process from any quarter should be joyfully received.

There seems to be a striking and indeed an alarming tendency on the part of men to slip back into barbarism. Education, technically so called seems powerless to prevent this fatal lapse into primeval savagry.

What then is needed? An awakening of the moral sense, the arousing of the heart life, the appeal to the highest motives on the moral and spiritual side of education. To this task the entire school and social forces of our country, should address themselves that the finest fruit of civilization may be preserved.

If it be really necessary to teach men to fight—and in the present stage of civilization this question is at least open to discussion—the aim and goal of the fighting should be something nobler than a name, a strip of land, or a political theory.

L I T E R A R Y

STORIES THAT HELP ME.

Robert D. Williams.

NO matter how long we may live the first twenty years is the greatest part of our life. Our youth is like the river Nile which in the spring brings in its course water enough to supply the land through a long period of drought. In the summmer little or no rain falls on Egyptian soil but the means for obtaining a full supply are available in the shape of great ponds of water which can at any moment be used to irrigate the land.

Youth is the springtime of life; it is the period wherein man can take long steps toward the city of his immortality. 'T is in youth that we can construct Egyptian dams therein to lay up provisions and weapons for the conflicts and emergencies of later life. Especially did the Egyptians lay aside this excess of water for later crises; those judging, determining moments which inevitably face us all.

The part of prudence is to lay aside the weapon which will be valuable for the encountering of future emergencies; to forge out the process of daily, yes common, life the instruments which bye and bye will be our stay. If there be no power in the power house the cars can not move, and the degree to which the cars are capable of moving is determined by the amount of available energy.

In youth we form habits; in middle age and in old age habits form us. Herein is the tragedy of life, that those powers which might have been our benefactors, our guarding angels are turned into the very means for our undoing and total destruction. The habits of our youth later arise either to bless or to curse us, either to save or destroy.

The Bible, to many, only a theological tome is to me the biography of men and women who lived and struggled, who won and lost, who hoped and prayed, and who finally died. In this resplendent volume I find how these men lived, how they met adversities, how they faced temptation, and won dominion over not alone others but themselves.

One story is that told of David who as a young man, having boundless faith in God, went out to meet Goliath, the arch enemy of the Israelites. The story, the reader well knows, the result of it has been told us a thousand times. David laid low the enemy and sprang forth and unsheathing the giants sword cut off his head. How the people sang his praise also is told in the nursery books!

This was David's first great victory; won because he knew how to handle one tool.

Brains and a common jack-knife have given us more of the inner secrets of nature, than the finest laboratories of the world. After David had slain the Goliath the sword with which David beheaded him was taken as a trophy and placed in one of the temples. Then placed there to be sung of as we sing of the sword of Washington, and the Britons do of that of Wellington.

David lived to be an old man, to be the subject of the greatest adversities, which befell any of Palestine's kings and in many a way bore the

guilt of his entire nation and suffered from the weakness of his people. He, who was king, became hated by his people, was hunted as a wild beast, being driven from one mountain shelter to another until once unarmed, unattended, dishonored he knocked at the door of a temple asking for help, for some support in this his supreme crisis.

We smile as we think of him going to the temple in quest of an instrument in such an emergency as this. 'T is no place to go to now. Even the Priest himself confessed he had no helmet or armor that is of service for him now.

But just then David remembered that in that temple had been placed the sword with which he had, long years ago, killed Goliath. He asked the Priest for it, and after much effort the Priest unlocked the chamber back of the alter brought forth the old sword. The sight of it, the feel of it, the handling of it made David a young man again the vision of the youth's victory arose before him and in the spring of it he went out and made the impossible a possibility.

Another little thumbnail sketch to which I turn again and again is that which tells of Shamgar and his exploit. Shamgar was a plain farmer; a tiller of the soil; no warrior, statesman, or mighty man of council was he.

The Philistines, the historic enemies of the children of Isræl, had for ages been bullying and tormenting them, by destroying their crops, killing their live stock and continuously annoying them with incursions at unexpected times.

Long had this been going on, until one day Shamgar called his friends together and calmly declared that it was time to end this trouble. The Bible tells us that that day Shamgar slew 500 with his ox goad. One tool Shamgar knew well how to handle; it was the ox goad a stick sharp at one end so as to prick the oxen when they went too slow, and blunt at the other so as to rub off the dirt which might accumulate on the ploughshare.

This was military habiliament, this was his shield his helmet, his greaves, his all: but it was in the hands of a master. While a boy he had learned to control obstreperous oxen with it; he had, through years of daily handling and use become highly expert in its use.

The judging day, the crisis, came. Shamgar met it.—if only we would meet our crises likewise—He said to his friends "let us go and destroy our enemy." He made no use of the apologetic "if." He did not say if I were a soldier, if I had a helmet, if I had a course at West Point. He calmly, (oh for the strength of calm judgment!) no wonder old Homer personified temperance in judgment —went to the task he faced his job with the one tool he knew how to handle—no ifs or buts. He far more truly than did Cæsar might have said "veni, vidi, vinci."

The result of that performance placed his picture in the album of God—God took Shamgar's picture and found him doing his duty. Shamgar's goad saved him and his nation.

David and Shamgar would have been helpless in battle and in life if they had not learned to handle the sling and the goad. The power was their redeemer and savior, this it was that sent its blessed influence in saving a nation.

If we are to win battles in later life, it is imperative that we learn to

wield some goad or sling.

The first one we ought to learn dexterously to handle and without any of the adventitious support that comes with the approval of the mass in the goad of habit.

Handle the habit of right doing and thinking.

To us, as members, of a college let us handle our goad with skill and assurance.

This goad is the habit of thinking.

Think straight, think through a problem. Do it now and bye and bye when you meet either Goliath or the Philistines you will conquer. The language student who uses a translation, is taking opium and paralyzing the very powers he is here to energize. Only one way to learn a language and that is to think. The man who says use a translation is always the one who is master of no language.

Another goad or sling which every young student should learn to handle is the making of memories.

Some day when the spring of youth is dried and the prowess of the body is gone then unless the mind is loaded with pleasant memories you shall sit alone and in the darkness of ignorance.

What though vision of sense go, if I can see the glories of a Miltonic world; what though strength of body passes into decay if I can compute the making of a world; what thogh I can no longer wield my pen, if I can but follow the formulæ of a Leibniz or Newton and in my memory make a world!

Cultivate memories now so that bye and bye like old Jacob you can remember having seen angels ascend and descend; so that like Moses your old age will be joyful because you remember having heard the voice of the burning bush.

That man or woman who has no sweet and inspiring memories of youthful achievements does not breathe the breath God intended he should.

[The following paper is presented for publication by request. The valuable observations and conclusions may be of use in studying conditions elsewhere.—Ed.

A REPORT PRESENTED TO THE MINISTERIAL ASSOCIATION OF OTTUMWA, IOWA, ON CONDITIONS AMONG THE COLORED PEOPLE OF THAT CITY.

Eva May Kendrick.

Mr. President, Members ef the Ministerial Association:

THERE seems to be a disposition among most of us to consider those things and those people that are remote from us more interesting and more worthy of our attention than are the things and the people near at hand. For some time previous to this summer I had been feeling uncomfortable over the discovery of this rather vulgar disposition in myself. I found myself fairly well acquainted with conditions among the colored people of Baltimore, Maryland, a thousand miles distant, and almost entirely ignorant of conditions among the colored people in my own home town. This summer I determined to suffer no longer under self-condemnation, but to bestir myself and learn something of our colored people here,—where they live, how they live, the progress they are making, and the handicaps under which they are laboring.

There are in Ottumwa about 533 colored people and approximately 135 families. Perhaps the first ques-

tion of interest is: In what part or parts of Ottumwa do they live?

Fully half, I may say, are to be found over on the hills in East Ottumwa; on Center Avenue, Fellows Avenue, Ogden, Grove, Grant, Plum, Jay. The next largest number is on the South Side, on Myrtle, Bashaw, Church, S. Ward, Keota, Adella. The next group is in the West End—on West Main, W. Second, W. Division and Central Addition. The few remaining families are scattered.

There is a very noticeable tendency for them to live in groups; grouped not only in different sections, but in nearly every case, three or more families are to be found on the same street. In several instances, either the whole of one side of a street or of a block is occupied by colored people.

Of the 135 families I have visited 86 or approximately 60 per cent. It has been a keen pleasure to me to enter these homes. I feel that I know the colored people here better than I could possibly have known them if I had not visited them in their homes; for, after all, the only way really to know people is to come in close touch with their home life.

Of the 86 families visited I find that fully 70 per cent. either own their homes or are buying them. Furthermore, in a number of cases, not only is the home owned, but several other pieces of property. One family rents two houses to white people for $12 and $15 respectively.

This is a remarkable showing and most commendable. It is also very significant. It is evidence of virtues that all good people rank high—the virtues of industry, economy, sacrifice, ambition.

And when in addition to this large percentage of home ownership, I find, as I have found, these homes in excellent condition, with well-kept yards, beautiful flowers, nicely furnished, neat and clean, I come to the conclusion that Ottumwa has many colored citizens of whom she need not be ashamed.

According to the U. S. Census for 1910, in the cities where the mortality statistics of colored and white are kept separate, as home-ownership among the colored people increases, the death rate among them decreases; and the editor chooses to see a cause and effect relationship between the two. From my experience this summer I judge there is a close relation. In practically every case where I found unsanitary conditions, the property was rented. I wish to emphasize that the unsanitary condition was due mainly to the negligence of landlords, tho, of course, the natural indifference of renters played its part. Much of the property rented by the colored people is in a dilapidated condition—the roof leaking, plaster falling down, the wall paper black with age and filth, screens broken, out-houses in a foul condition, and sometimes entirely lacking.

We should, by all means, have a city ordinance to the effect that a landlord must keep his property in a reasonable state of repair. Colored renters are especially helpless at the present time in securing necessary repairs and need the protection of law. It is to the interest of the health of the public that they have it.

In addition to this large percentage of home-ownership, the colored people of Ottumwa own between ten and twelve thousand dollars worth of church property. You are aware that there are two colored churches

here, the Mt. Zion A. M. E. Church, and the Baptist Church. Sixteen hundred dollars is raised annually for pastoral support. Occasionally small sums are received from white friends for the maintenance of these churches; but, in the main, the colored people themselves meet all the expenses of the church. They also contribute to the general benevolences, the A. M. E. benevolence budget amounting to $150 this conference year. With a membership of 150 this compares favorably with the contribution of our white churches.

The large percentage of home ownership among our colored people becomes all the more remarkable when we consider the occupations engaged in by them. The following list includes all forms of labor performed, named in the order of their importance; i. e. important because of the numbers engaged—porters, day-laborers, janitors, domestics, cooks, barbers, miners, plasterers, housemen, waiters, caterers, night-watchmen, ice-cream makers, coachmen, chauffers, ministers, carpenters, with 54 or more employed at the Packing House in various capacities, a number being skilled receiving from $18 to $23 per week. It is evident from this list that the overwhelming majority of colored laborers are unskilled, and, of course, receive small wages. In spite of this they are managing to buy property.

Taking into consideration that the colored people, generally, are poor, it is interesting to learn that it is conceded by charity workers that they are not disposed to ask for public relief. It is said that colored beggars are rare. I have secured from Miss Brown, of our Associated Charities, the number of colored people and the number of white people receiving relief. At the present time there are 5 colored on her list and 400 white people; that is, a little less than one per cent. of the colored people over against a little over one and one-half per cent of the white people. The following story illustrates pretty well, the spirit of the colored people. A few weeks ago an elderly colored woman was telling me of her struggle, financially, to get thru the winter. So bitter did that struggle become, that she felt she must turn to the Associated Charities and she wrote her daughter, a domestic in some Iowa town, to that effect. Immediately came a letter from the daughter, saying, "I'll work my hands off before I'll let you become a beggar."

I have no exact literacy statistics later than the 1910 census. According to this there are 57 over ten years of age that can neither read nor write. Most of these illiterates are elderly people, who, of course, seldom had educational opportunities. I have run across two young people, one recently from Alabama, who cannot read a line or write their names.

Most of the parents are eager for their children to get an education. In one home I noticed a nicely framed eighth-grade certificate hanging on the front room wall. The father, not aware that I had seen it, proudly called my attention to it.

I have found some ambitious boys and girls, too. One little fellow, scarcely thirteen years old, walked all laat year from his home way out in the 1300th block of Center Avenue down town, to clean out an office before going to school in the morning in order that he might help pay for his books and his clothes.

Miss Jackson who was graduated from our High School a year ago last June, was entirely dependent upon her own resources. After graduation she took a teacher's examination, received her diploma, and is now in Oklahoma teaching her people.

I have secured from Principal Rice the names and standing of the 14 colored students enrolled in the High School last year. Of the 14 two were classed scholastically as AI, four as promising; the rest as doing fair or just passing work. All, with two exceptions, are said to be exemplary in conduct. That, in my judgment, is a good showing.

I have presented these facts to you as evidence of progress on the part of the colored people of our city. Surely, you will agree with me that they are evidences of progress; that they bear witness to the fact that our colored people are trying to make good; trying to be somebody. I have certainly drawn for you, on the whole, an encouraging and pleasing picture.

(To be concluded next month)

EXCHANGES

EDUCATION IN GERMANY AND IN THE UNITED STATES.

(Issued by the U. S. Bureau of Education)

"THE average man of the people in America is much more interested in the affairs of the public school than the average man in Germany," declares Dr. Georg Kershensteiner, a well known German educator, in "A Comparison of Public Education in Germany and the United States," just issued by the Bureau of Education. "In the daily press, reports and discussions on educational topics occupy a space which to my observation is fully ten times that which German newspapers devote to the same subject."

Dr. Kerschensteiner compares point by point the school systems in the two countries. He shows how Germany secures educational efficiency by centralization of authority within the individual States. He admits that possibly centralization has gone even further than is desirable in Germany, but is equally positive that there is not enough centralization within the individual States of this country. As a result of the lack of State compulsion, he says, "we see to-day in the United States the sharpest contrasts between school systems that are incredibly poor and others of the highest possible type, that would do credit to the finest civilized nations on the globe." He finds that American citizens of a community have more direct control over their schools than in Germany, and commends this condition. He compares the teachers in the two countries—their training, their salaries, their tenure of office. He discusses religion in the schools of the two countries, coeducation, and other points of similarity and difference.

Direct election of school-board members by the citizens, as found in the United States, impressed Dr. Kerschensteiner very favorably. He notes that in Germany the citizens have little or nothing to say about their school system. "In Germany the local school boards are nowhere

chosen by popular vote," he declares. He thinks the American plan might be a very good thing for his own country, particularly as a means of arousing genuine public inerest in education.

The American high school comes in for some interesting comment by Dr. Kerchensteiner, both complimentary and otherwise. He praises the high school's democratic spirit, its aim to educate all the people; but he misses the thoroughness that characterizes the work of the German gymnasium.

In both nations the schools are now in a period of great development, according to the Munich educator. "The great advantage that Germany possesses," he declares, "in addition to the relentless thoroughness of the whole educational work, is the well-regulated organization of a State-provided school system, which requires in each community a school as good as that in every other community. But this advantage has been purchased at the expense of many qualities for which we must envy the American schools."

[The following was clipped from a West Chester, Pa. paper and is a deserved tribute to Miss Lucretia T. Kennard, who will be remembered as one of our summer school faculty.—Ed.]

COLORED GIRL WINS IN MARYLAND SCHOOLS.

Lucretia Thomas Kennard, Reared in West Chester, Makes Good as a Teacher at Denton.

AN interesting sojourner in West Chester at present is Miss Lucretia Thomas Kennard, Supervisor of Colored Schools in Caroline County, Md. She supervises twenty-one schools with twenty-eight teachers and also teaches some form of manual training. She attends institutes and commencements, reads books of value in her profession and does all she can to advance education in her home county. Educators say she is making good and the home people appreciate her work. She is staying with Dr. and Mrs. George Morris Philips, at Green Gables, whom she knew near thirty years ago when their son was a small lad, and she was a nursemaid in the family.

In the old days her mother was cook at the State Normal School, and little Lulu found occupation by looking after the principal's children. The mother had been reared in the family of Eli K. Price and Judge Willis Martin and had learned that there is always room for people who want to be industrious and upright and do well in the world.

Leaving West Chester about twenty-five years ago she went to Hampton Institute, Virginia, and there took a course which included manual training. She taught for some years, part of the time at Denton, Md., and with marked success because of her fine influence on the lives and characters of the pupils. Later she was made a superintendent in Caroline county, and when a new building was erected in Denton, with accommodations for 175 pupils, she was much surprised that the building was named for her.

Manual training or some form of applied art is taught in as many of the schools as possible, this being a great factor in interesting the boys and girls. The pupils make corn husk mats, weave baskets, make rugs, put in window panes and make such repairs as are needed about the buildings. One of the schools caned

a dozen chairs for a patron.

Mothers' meetings are held regularly and something good is read at every meeting, while the women do various kinds of work.

Graduate students from the Kennard High and Industrial Training School of Denton go to Hampton, Cheyney, and other schools for the higher education. Teachers are drawn from among the graduates of these same institutions so that the inspiration is reciprocal.

Friends of Miss Kennard say she has done something worth doing and has gone far ahead of many white girls who had much better chances in life.

SCHOOL NOTES AND NEWS

BALTIMORE

School is started and in full swing for the 1915-1916 season. Troops of old and new players are drawn up with book and pencil, each determined to fatten his knowledge score by slugging and slamming away. One chap expressed a desire to simply jump on Education and wrestle the troublesome old boy to earth. More power to the youth and may his ardor never cool.

Friday evening, October 1st was reception night for the new students. Threatening weather kept numbers away but those who ventured were well rewarded by a pleasant social hour. Informality was the order of the day and everyone was speedily presented to his neighbor and made to feel at home. Speeches of welcome were made by Miss Lavinia Johnson for the Preparatory department and by Mr. Carter for the College. Dean Pickens replied in a few well chosen words. Light refreshments were served by the ladies.

The boys are busy these days rounding into shape what they characterize as the *best* foot ball team ever seen around Morgan. Ah, me, we had the *best* one the year before, and the year before—*ad infinitum*. Coach Booker of the Y.M.C.A. is putting the lads through a course of sprouts and we anticipate a rise in the price of liniment at least.

Mrs. Steele of Chatanooga, Tenn. stopped over to renew her acquaintanceship with Dean Pickens and spoke to the student body. Mrs. Steele by her own account is one of the host of New England Yankees who went South in reconstruction days on their mission of enlightenment. Like a page of fiction reads the story of sacrifice and achievement of this noble woman in her endeavor to carry the light to those who slept and knew no more.

Miss Beatrice Clark is having a very successful year, the third one, at Sudlersville, Queen Anne's County. Her school has increased from twenty to forty-five pupils. Industrial work has been introduced and is very successful. The school joined at the exhibition at Centreville, Md.

Annapolis 12 - Morgan 7 !!! This tells in brief the history of the first foot-ball game of the season. Yet this doesn't give any of the details of the game battle the comparatively raw Morganites put up against a heavier and more seasoned foe. The game was called at 3.30 on Saturday

afternoon after a two hour wait for the visitors from Annapolis to reach the field. The home team started in splendid style by gaining over thirty yards on end runs but gradually weight began to bear them back. The first score was registered when Annapolis beat its way to the ten yard line in the second quarter and carried the ball across in a series of terrific line plunges. The try for goal was a failure.

In the third the boys rallied and received a life on Annapolis being penalized for holding. This put them down on the opponents' five yard line from which Scott playing fullback took the ball across for a touchdown in one center rush. Johnson kicked goal. Annapolis scored again in this session and the whistle found the the two teams battling in the middle of the field with the score 12 to 7.

The next game will probably be with the Colored High School and Coach Booker is quite confident of a victory.

BY J. H. CARTER.

LYNCHBURG

Virginia Collegiate and Industrial Institute has entered upon its 23rd session with a view of uplifting the Negro youth in and around its vicinity.

It has opened with a determination to make the year of 1915 and 1916 the most prosperous and progressive year in its history.

We are pleased to welcome to our faculty, Miss Bertha Crosby of Detroit, Mich., a graduate of the Michigan Normal School, and Miss Julia Wyche of Charlotte, N. C., a Graduate of Howard University, 1915

The vim and determination of these teachers, together with the zeal and earnestness of the other members of the faculty, and the pouring in of new students, tend to make this a very prosperous and beneficial year for all.

Much has been done in the last five years toward building up the school. Dormitory rooms have been newly furnished, electric lights have been installed, steam heat has been extended through-out the building, and many other note-worthy improvements have been made.

We are pleased to make public that the Domestic Science Department has been lately furnished with thirty-one new pieces of cooking utensils, the gift of Mrs. Jane C. Lowe and other ladies of Wheeling, W. Va.

Following is the list of utensils given to us:

1 large frying pan
1 small frying pan
2 custard cups
1 sifter
1 small double boiler
1 small sauce-pan
1 soap dish
1 grater
1 bread pan
1 pt. measuring cup
2 agate sauce-pans
1 cullender
2 baking pans
1 sink receiver
1 cake turner
1 tea strainer
2 mixing spoons
1 dozen molds
1 roaster
1 drinking cup
1 large sized sauce-pan

1 mixing bowl
1 earthen mixing bowl
1 tea-pot
1 egg beater
1 muffin pan
1 rollin pin

With all these additions, there is more to be done and more being done to make this an ideal school, one that will be comfortable, attractive and beneficial to youth.

A contract has just been closed showing the purchase of two pieces of land. One piece of this tract lies to the Northwest, consisting of over one hundred shade trees; poplar, maple, oak, cedar, etc., out of which a park will be made, thereby making the entrance to the building very attractive and furnishing a lovely place of recreation for the students.

No labor will be spared either on the part of the teachers or students to make this a banner year in the history of this Institution.

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A REPORT ON CONDITIONS AMONG THE COLORED PEOPLE OF OTTUMWA, IOWA.

NOVEMBER, 1915.

Volume VII
Number 11

THE MORGAN COLLEGE BULLETIN

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Vice Pres.....Clayton W. Carroll

Juniors:

President.....Grafton L. Moore
Vice Pres.....Robert E. Johnson
Secretary.....Jeanette E. Johnson
Treasurer.....James H. Carter

Sophomores:

President.....Charles Joseph Rusk, Jr.
Vice Pres.....Bertha C. Munson
Secretary.....Malachi Matthews
Treasurer.....Lauretta Dunlap
Chaplain.....Clemon B. Miles
Ser.-at-Arms.....Robert W. Cheers

Freshmen:

Not organized.

COLLEGE PREPARATORY.

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Vice Pres.....Ethel McPherson
Secretary.....S. Lena Stuart
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Third Year:

President.....James R. Webb
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Secretary.....Lavinia Johnson
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Second Year:

President.....Margaret Veals
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First Year:

Not organized.

Y.M.C.A. of MORGAN.

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Secretary.....Lawrence J. Harris

SCHILLER DEUTSCH FEREIN.

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SEE INSIDE COVER PAGE AT BACK FOR BRANCH SCHOOLS.

Morgan College Bulletin

OFFICE OF PUBLICATION:
PRINCESS ANNE ACADEMY,
PRINCESS ANNE, MD.

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Printed on the INDUSTRIAL PRESS,

Eastern Branch

MARYLAND AGRICULTURAL COLLEGE

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Charles Edmund Young
Coralyn Lorena Clark
Charles Albert Johnson
Robert Daniel Williams
Irene Theodosia Bowen
Eva May Kendrick
Fanny Emeline Spencer
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VIRGINIA COLLEGIATE AND INDUSTRIAL INSTITUTE

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The Morgan College Bulletin

VOL. VII NOVEMBER, 1915 NO. 11

E D I T O R I A L S

THE INSTALLATION OF THE NEW DEAN AT MORGAN.

Thursday, December 2nd, 1915 has been selected as the date for installing William Pickens, Lit.D. as Dean of Morgan College.

The exercises are to be varied and designed to interest many, both in the man to be inducted into office and in Morgan College, what it is and what it hopes to be.

The forenoon from ten o'clock will be devoted to hearing from the alumni of the College and from the Branch Schools of Morgan College. It is hoped that there will be an outpouring of the alumni to welcome Dr. Pickens. Dr. Thomas S. Hawkins the President of the Alumni Association will preside.

In the afternoon from half past three o'clock the formal installation exercises will take place. Rev. John F. Goucher, D.D., President of the Board of Trustees of the College will preside and deliver the charge to the Dean. Greetings will be extended by representatives of various schools and educational bodies.

Every one will wish to attend these exercises. Academic costumes will be worn both morning and afternoon. Both these exercises will be held at the College.

In the evening at eight o'clock in in Sharp St. Memorial M. E. Church, an educational mass meeting will be held.. Dean Pickens and other important speakers will be heard. To this mass meeting the public generally is invited.

The entire program is printed herewith.

A L U M N I C E L E B R A T I O N,

IN MORGAN COLLEGE,

10:00 A.M.

Thomas S. Hawkins, M.D., '95, President of the Alumni Association of Morgan College, Presiding.

Opening Hymn.....(Audience please join)

Invocation.....Rev. Samuel A. Virgil, '00

Introduction of Presiding Officer.....President J. O. Spencer

GREETINGS FROM ALUMNI REPRESENTATIVES:

(a) Princess Anne Academy.....Principal Thomas H. Kiah, A.B., '06

(b) Virginia Coll. and Ind. Institute.....Principal Frank Trigg, A.M.

(c) Morgan College and Preparatory School.....Professor Charles Albert Johnson, A.B., '02.

Hymn.....(Audience please join)

(d) The Medical Profession.....Wm. A. Warfield, M.D., '90

(e) The Ministry.....Rev. James W. Jewett, A.B., '06
Musical Selection.....The College Glee Club
(f) The Profession of Law.....W. Ashbie Hawkins, Esq., '81
(g) The Teaching Profession.....Professor Joseph G. Logan, '00
Announcements by the President
Benediction.....Rev. Matthew W. Clair, Ph.D., '89
Greetings limited to ten minutes
Academic Costumes Worn

INSTALLATION EXERCISES

IN MORGAN COLLEGE

3:30 p.m.

Rev. Charles W. Baldwin, D. D., Vice President of the Board of Trustees, Presiding.
Opening Hymn.....(Audience please join)
Invocation.....Rev. L. Z. Johnson, D.D.

GREETINGS FRON REPRESENTATIVES:

(a) Colleges.....Dean Kelly Miller, LL.D.
(b) Normal and Industrial Schools.....Principal L. P. Hill, A.M.
Music.....The College Glee Club
(c) High School.....Principal M. A. Hawkins, A.M.
(d) Theological Schools.....Daniel G. Hill, D.D.
Music.....The College Glee Club
(e) The Freedmens Aid Society.....I. Garland Penn, Lit.D.
(f) The State Department of Education,
Superintendent M. Bates Stephens, Ped. D.
Charge by the Presiding Officer
Benediction.....Rev. C. G. Cummings, B.D.
Greetings limited to ten minutes
Academic Costumes Worn

IN SHARP STREET MEMORIAL M. E. CHURCH,

DOLPHIN AND ETTING STREETS,

8 P.M.

His Excellency, Phillips Lee Goldsborough, LL.D., Governor of Maryland, Presiding.
Hymn, "America".....(Audience please join)
Invocation.....Rev. I. N. Ross, D.D.
Address.....William Pickens, Lit.D.
Music.....Choir
Address.....Rev. John Franklin Goucher, D.D., LL.D., President of the Board of Trustees.
Benediction.....Rev. M. J. Naylor, D. D.

A TEACHER'S CREED.

By William Pickens,

On the Occasion of His Installation as Dean of Morgan College, Baltimore, Md., December 2, 1915.

I.

I believe in education: the progressive adaptation of the human organism to its environment, and the moulding of that environment to human needs and wants by the mastery of thought and work.

II.

I believe that the ultimate end of education is not the aggrandizement of the earthly earth but the two-fold object of human character and human happiness; that the advancement of the man in this world is his best preparation for beginning life in whatever world or worlds he may enter hereafter.

III.

I believe in breadth in the educational foundation,—that the advancing student should not specialize too exclusively; that a specialized education, unless built upon a broad and generous foundation, causes men to move in mutually exclusive spheres, thereby preventing mutual understanding and sympathy and accentuating the prejudice, narrowness and class hatreds of the world; that the more we share in the common stock of knowledge, the more sympathetic, liberal-minded and generous-hearted we are; that the more we learn of the other fellow's world, the better fellows we become.

IV.

I believe that education should draw out courage, self-respect, love, and all the other instincts and potentialities with which God and nature have endowed man; that if these powers are led into right paths they become blessings, and when they drift into wrong courses they become curses; that the instinct of self-preservation, for example, when rightly led, develops into kindliness, patriotism, philanthropy, but takes the wrong course when it becomes selfishness and an inordinate greed for material power.

V.

I believe that the highest aim of the educator should be, in so far as is consistent with the native powers and individual characteristics of men, to equalize them, and not to rear a few large beings from the wreck and sacrifice of the rest of mankind.

VI.

I believe, however, in taking account of the individual capacity and talent and not fitting the individual to a Procrustean bed; that the pupil should not be compelled to conform to some formula of education prearranged for a class, a creed, a color, a race, or other accident or environment of the man.

VII.

I believe in all kinds of education,—education for all useful purposes and work; that nothing, either great or small, which affects human life and human happiness, is beyond the realm of education.

VIII.

Finally, I believe in democracy in education; that the child should be taught that the world is good as God made it, with all of its colors, races, local and individual differences; that the differences among men should not be causes for antagonisms but constitute the logical ground for co-

operation; that these very differences enhance the beauty and magnify the possibilities of human life, and justify the wisdom and benevolence of the Great God.

DR. BOOKER T. WASHINGTON.

With moist eyes, bowed head and a saddened heart the nation has received the shocking news of the death of Dr. Booker T. Washington. To say that the throb of sorrow has touched hearts universally is a simple statement of the truth.

His obscure birth; his hard struggle for an education; his enviable eminence attained, his powers — all harnessed and controlled were elements which entered into this life.

Like a meteor in vignette,—a sudden rise, a short time of duration, and then seen no more—we look at Booker T. Washington. It is the effect of his life which will live. He has been absorbed by men. Washington is not dead.

Though his birthplace was a cabin with dirt floor, and though his resting place may be marked by a granite shaft, between these markers we behold the great edifices wrought by this man's hands,—schools, books, homes, churches, banks, factories, organizations, honest principles of life, young men and young women.

To that long list of names of honored men who did so much for this country, we now place another. If great deeds wrought by these worthy men give positions to names, alongside that of George Washington, the father of our country we would inscribe that of Booker Washington, the Moses of our race in this country. Truly two great Washingtons have lived in the United States of America.

Out from the immediate family which is deeply touched, eddys a current of sorrow which will be caught up by the universe. We mourn with the relatives of the deceased and extend our sympathy. C. C. R.

L I T E R A R Y

HABIT.

C. Albert Johnson.

ONE of the most important questions, which concerns the educative process, is habit. So vitally connected is it to the individual's well-being, that education, which has for its aim "the adjustment of the child to his physical and spiritual inheritance", may be defined in terms of habit. Thus defined education is the process of formation of right habits—physical, moral, mental and spiritual. The purpose of consciousness is better adjustment of the individual to his environment. This adjustment is only possible through self-effort on the child's part. The school must furnish the child an opportunity for self-expression thereby securing to him development. Now the child's development is accomplished through two closely related processes: (1) habit, and (2) accommodation. Habit expresses itself in a tendency of the organism to keep

in touch, by means of movement, with beneficial stimulations or the tendency to secure and maintain its vital stimulations. The child accommodates itself or learns new adjustments by exercising its habits in a heightened and excessive way. It is in every case the result and fruit of habit itself exercised.

Habit is the repetition, by the individual of what is worth repeating with the conserving of that worth. Accommodation is the adaptation of the individual to new conditions so that it secures progressively further useful reactions, which in an earlier period would have been impossible.

Habit has its physiological and psychological sides. Physiologically it means readiness for function produced by previous exercise of function. Psychologically it means loss of oversight, diffusion of attention, subsiding consciousness. For the thing we have learned to do best, most definitely, most exactly, required at first active attention, at last require least thought, direction, feeling and consciousness.

Accommodation means psychologically the breaking up of habit, the fitting of organism for the reception of a new condition. Psychologically it means concentrated attention, reviving consciousness and voluntary control; for the things that are most difficult, imperfect, hard to effect, dwell in the very focus of our personal knowledge and attention.

An act once performed leaves then as its abiding result power and tendency to repeat itself again. This tendency to repeat an act in the same way, without conscious reflection makes mental progress possible for consciousness can be given to performing new things.

In the formation of habit two things are necessary viz. regularity and frequency. It is not enough that a thing happen so many times but at regular and specified times. Focalization and drill are highly necessary. This means the constant bringing of the child's mind back to the duty required. The attitude and response that the child makes will determine the type of character he is developing. Habits then become a sure index of character. Habit in the last analysis is crystallized character.

The function of the teacher is to carefully superintend this process and see to it that a wholesome environment is kept about the children, that bad habits be replaced by good ones. For example in teaching language keep proper forms before the child.

Proper habits can be developed in pupils only by the teacher's possessing traits of character which he wishes to instill into children. "He who would lead must first himself be led." Will-power must be exercised by teacher. By this I mean ability to keep one's self day by day to the task in hand. No spasm of discipline will establish habits. Persistent and consistent holding of the child to the duty in hand will form, or indeed can alone form habits that are worthy of the name.

Aside from the formation of these generally specified in the catalogue of pedagogy, self-control is the summing up of all the rest.

"The noblest lesson taught by life
To every great heroic soul
Who seeks to conquor in the strife
Is self-control."

The strongest evidence of an educated and cultured person is the ability to control one's self. This habit by all means should be culti-

vated.

To do this one might appeal to the child failing to control himself (1) thru loss of love and respect of those about him, (2) thru his sense of shame, (3) thru fear of God, (4) thur his sense of honor, (5) by teaching self-control by example, (6) by giving every opportunity for practice.

To form habits generally several points are helpful. (1) Action at every opportunity. Good feeling must, to be profitable, express itself in action. (2) Start with courage. A faint heart is already defeated. (3) Keep the mind on the good. This is easier than keeping it off the bad. (4) Put the whole will into it. The boy or girl who says I will and means it is already a hero. (5) Motovation that is creating on the part of the child a need, a desire to do the task in hand.

The establishment of the child in good habits can be accomplished only by correlating the influences of home, school, state and church, and a willingness on child's side.

These institutions cannot give the child all the habits he may need when mature but they can give such wise guides for conduct that the child by approximating them will be able to make the necessary adjustment when the occasion arises.

THE VALUE OF DRAMATIZATION IN PRIMARY WORK.

Alice M. Carroll.

THE problem of getting facts into the minds of little children in the simplest and most direct way has long vexed the hearts of teachers and patrons of education.

In the social world, the moving picture has become a live factor in getting facts before the public eye. Apparently certain sections of the country have gone moving-picture mad and while the disadvantages may be many, the advantages overbalance these in the final analysis.

The seers of the educational world see great possibilities for the advancement of knowledge by the use of the moving picture and more and more are they employing its use to disseminate knowledge and to make permanent and lasting mental pictures.

The little child is attracted by action in others; instinctively he imitates the things that he sees and hears. The cow, the dog, the cat, the cars, are familiar sights and sounds and the little tot imitates them with accuracy and precision. This ability to imitate may be turned to good account in the acquiring of knowledge. When the child begins reading, every word that can be acted, will make a stronger impression than one that can not. By the phonic method, the child is taught to recognize certain syllables and their sounds; he is taught to recognize certain combinations of syllables, as belonging to a particular family or group; then the sounds of the consonants are given and combined with the various families or groups, the word is made.

The child who recognizes the combination syllable "$\bar{a}y$" will get the word "play" after the teacher gives or places before it the combination consonant "$\bar{p}l$" with sound accompaniment, and will quickly govern his action thereby. This not only keeps the interest of the child normal, but keeps his natural curiosity keyed up to know what is coming next.

This is also true when reading is taught by the story method. The

teacher tells or reads the story in an interesting manner, being careful to select material, which will be suitable for dramatizing. When the opportunity is given the pupils to do or play the story, interest is intense and the most lethargic pupil will respond when called upon to act certain parts.

The imagination plays a strong part here and we know that child imagination when directed along right channels, wields a powerful influence in impression and thought retention.

For the increasing of vocabulary and spelling, no better method can be employed than the dramatization of words. In the vernacular of the school, "Introduce the game of rhyme." Let the teacher or one of the children make the following statement: "I am thinking of a word that rhymes with fill. If you think you know what the word is show us by doing what the word suggests." The pupil will think of many words and act them. Each word may be written on paper or blackboard until the correct word is thought of and acted; thus increasing word vocabulary, stimulating interest in spelling and leaving a lasting impression upon the mind by the words thus acquired.

In the oral language lesson nothing could more quickly put the timid child at ease or give a better chance for self expression than the story dramatized. It helps to fix in the minds the multitude of familiar stories and nursery rhymes of childhood; it develops in the child the power of adapting himself to circumstances; it helps to overcome shyness in speaking before others; it is a rest and a refreshment of mind after sustained effort; it cultivates the imagination; it produces the necessary stimulus to make vivid action.

Thus we see, that dramatization has an intrinsic value in those subjects, which vitally concern the child in the very beginnings of his educational life and the teacher with the expenditure of little effort and ingenuity will build even better than he anticipates by making the play the basis for educational structure.

[The following paper is presented for publication by request. The valuable observations and conditions may be of use in studying conditions elsewhere.—Ed.]

A REPORT PRESENTED TO THE MINISTERIAL ASSOCIATION OF OTTUMWA, IOWA, ON CONDITIONS AMONG THE COLORED PEOPLE OF THAT CITY.

Eva May Kendrick.

(CONTINUED FROM LAST MONTH)

This is, however another side to the picture, and with the fidelity, if not with the skill of a Dickens, I intend to turn the canvas over, that you may have the whole truth. In other words, I wish to call your attention to the serious handicaps under which our colored people are laboring—handicaps which greatly retard their efforts to make progress.

First, they are suffering here, as elsewhere, under the handicaps of injustice. They are the victims of hasty and fallacious generalizations. Very, very few white people of Ottumwa have ever entered a good colored home, very few have ever attended a service at either of the colored churches. They have, perhaps, seen a few colored loafers, or have had a colored domestic or two, or have read of the crime of some col-

ored man, and they feel perfectly justified in indulging in wholesale generalization about the colored people. Let one degenerate commit a henious crime and all colored people are dubbed vicious. Since the deplorable Jenkins crime some years ago the attitude of the majority of the white people of Ottumwa toward the colored people has been markedly unfriendly. That is, a whole people has been made to suffer because of the crime of one who was plainly a degenerate. As a result of this unfriendly feeling, discrimination of the most galling and unjust character is practiced. There is not a place in town where a colored person may sit down and eat a dish of ice-cream. Recently, a very respectable colored woman, an expert cateress whose services are sought by the best people in the town, went into some such place and asked for a glass of lemonade.

"Where will you drink it?" asked the clerk.

"Why—where will I drink it?" replied the lady, completely taken aback.

"You can't drink it in here, you know," explained the clerk.

One of the reasons for so much home-buying is the difficulty they have in renting desirable property. One man, who has a beautiful little home on the South Side, told me that several times when he had tried to rent property he had received the insulting reply, "We don't rent to niggers."

The two Business Colleges here do not wish to admit colored students. One young boy, a graduate of an academy in Missouri, recently applied for admission and was refused solely because of his color. It takes more than the average amount of courage for a boy or girl to recover from such rebuffs. It really takes a Browning to say, "Then welcome each rebuff that turns earth's smoothness rough." I do not know how that boy will turn out, but I fear.

The Packing House will not employ colored girls because the white girls will not work with them. While the white men will work with the colored men they refuse to work under them; consequently, a colored man cannot rise to the position of foreman.

And are you aware that neither our Y. M. C. A. or our Y. W. C. A. will admit colored young people? The Secretary of the Y. M. C. A. says he has no objection to them, personally, but that the patrons object and their admission would merely mean friction.

I bring this matter before you especially, because these are Christian organizations and you as Christian ministers are certainly anxious that they do not violate the fundamental principles of Christianity.

Ottumwa cannot afford to support separate organizations for white and colored. Shall the colored boy be denied privileges that mean so much in the upbuilding of worthy manhood? To my mind it is an extremely short-sighted policy as well as unchristlike. The colored young people need such organizations more perhaps than do the white young people. At present, they have no recreational center, and if wholesome recreation is denied them, unwholesome recreation will be substituted. This summer they have made the restaurant on Market Street a sort of social and recreational center. I understand the proprietor of that place is an alto-

gether respectable man, who would not tolerate anything unseemly if he knew about it. The fact remains, however, that it is a public house where careful supervision is impossible and not at all the place where young people should congregate.

If we think it inexpedient at the present time to admit these young people to our Y. M. C. A. and Y. W. C. A. and are sure expediency in this instance is not synonymous with cowardice, and a vain compromise with evil, then it seems to me it is our bounden duty to do some constructive thinking regarding a substitute.

Theodore Roosevelt, in an address at the Lincoln Monument in Springfield, said concerning the colored man, "A man who is good enough to shed his blood for his country is good enough to be given a square deal afterward."

In view of the facts presented, I leave it to you whether the colored man of Ottumwa is having a "square deal."

But our colored people need more than mere justice. They need besides justice, just what we need—encouragement and friendly coöperation. They wish no coddling, no patronizing attitude — just plain brotherly kindness.

I appeal to you, becuse as ministers, you help materially in moulding public sentiment. In a quiet way you do much in arousing among the white people here an appreciation of the efforts being made by the colored people. I fear there is too much of a tendency even among men of the cloth to speak of the colored man only when a good story can be told in which chickens and watermelons figure largely.

The colored boys and girls, especially, need encouragement. There is a decided tendency for them to drop out of school. There is a general feeling among them that even tho they secure our High School diploma they will still be able to get only menial positions. They are aware that a white boy after graduation may get a position in one of our banks, or in one of our wholesale or retail stores, where he can learn the business and work up to a lucrative position; or a white girl may secure a position as a teacher in our public schools with an opportunity of promotion. As they compare their own poor chances with these, they become utterly discouraged and drop out of school.

It is just at this moment of despondency that a kind word of advice and encouragement is needed. It devolves upon us, also, to labor earnestly in opening for them more doors of opportunity. It is good policy, if nothing else, to see to it that every boy and every girl has a fair chance to make good.

Lincoln, in speaking of the fundamental principle of the Declaration of Independence said: "It gave promise that in due time the weights should be lifted from the shoulders of all men, and all should have an equal chance."

I long for that day to come, and I want to have a part in bringing it to pass.

I have purposely left for final consideration the ugliest feature in the picture. I refer to East Mill, or what used to be known as Smoky Row, and adjacent streets. Smoky Row is by no means exclusively a colored problem; both white and black are to be found there. I include it in this report because the

worst handicap the colored people of Ottumwa have, is the low, vicious Negro that this section produces.

Ottumwa has a slum—an unsightly, unsanitary, and immoral section. When I have spoken to people about it, I have received the complacent answer, "Oh! it's nothing like it used to be." I do not know how it used to be, but I do know it is a disgrace and a menace to Ottumwa now. It is shameful for Christian people to be indifferent to such a condition — a row of ramshackle houses, germ-infested, with vice flaunting itself with impunity. Of the colored people living down there, with one exception, not a soul ever sees the inside of a church. The children are not in Sunday school. The single church-member, an elderly woman, said to me, "Will no one do anything for this God-forsaken place?"

That section has long made Ottumwa notorious and nothing less than a complete wiping out will suffice. I have a vision of that unsightly place transformed into a beauty spot, perhaps a park, or a play ground; or, at least, the filthy shacks replaced with a row of neat cottages, and the disreputable characters driven out of town.

I am wondering if we must wait for a Billy Sunday. Was it not said to us as well as to him: "Ye are the salt of the earth,"—the salt that should prevent putrefaction, and keep Ottumwa clean and wholesome. If we will but bestir ourselves and rid Ottumwa of this pleague spot we will confer a great boon upon our city and especially upon our many deserving colored people who are so fettered by the criminals that this slum breeds.

I wish to leave with you a few words spoken by the English orator Bright in his famous oration on the Trent affair: "Now rely upon it," said he, "that wherever Christianity lives and flourishes there must grow up from it necessarily a conscience hostile to any oppression and to any wrong." May we have such a conscience.

TRAINING FOR THE HOME.

Alice M. Harris.

MOST of the money which is earned is spent for food, shelter, and clothing. For this reason it is the duty of all and especially of the women to acquire such knowledge and efficiency that this money will be spent to the best advantage. One tenth of the amount earned should be spent for recreation, books and magazines.

What would not be accomplished if the home-makers possessed a thorough knowledge of personal hygiene and home sanitation? The lives of thousands who die annually from preventable diseases could be saved. Many children who die under the age of two years, and those who never reach their best development, are signs that the mothers and fathers do not understaud how to care for their little ones. With more knowledge almost half of the children could be reared to strong manhood ahd womanhood.

It is the lack of knowledge which wrecks many homes and ruins many lives. The home makers are not trained in the greatest of all professions—"the profession of home making and motherhood." Every girl is trained to be a teacher, a nurse, or a stenographer before she begins work but these same girls are left to solve the problems of the modern

home for themselves.

Since all must have a home, why not let it be the place which gives the most happiness and develops the noblest characters. It has been truly said that the home moulds the nation. If we expect good, intelligent gentle, healthy citizens, the girls must be trained to become efficient homekeepers, worthy of their honored position.

An untrained homekeeper can do a great amount of harm by not knowing how to prepare food. Early man gave little thought to the preparation of his food. He used much of it raw, but as he has become more civilized he requires it cooked. This makes it more palatable and causes it to be partly digested.

Cooking in itself is a very simple. It is the mixing of material in one dish which causes difficulty. How easily too much of the same kind of food may be served in a meal Will an untrained homekeeper know the right proprotions of water, carbohydrates, sugar, fats and minerals to serve her family? Will she know the kind of food necessary for her family? Will she serve food suited to the occupations of the adults?

The care of the home is just as important as the serving of meals. The furniture arrangement, coloring and decoration play a large part in the happiness of the family. The work in the home will never be the endless drudgery which it is supposed to be if the homemaker is well trained to her work.

Every home can be happy if all the girls are taught to use what is practical of modern science in their homes. By preparing the girls for duties which await them we will be able to increase health, make the household money do more, make housekeeping simpler, develop the finest possibilities in the children, preserve the home and raise the ideal of the homemaking.

MUSIC AS LANGUAGE AND AS A MEANS OF CULTURE.

E. Juanita Bowen.

THERE is no subject more vital than the education of the youth. In such education no phase is more interesting at the present time than the standing of the so-called cultural studies.

Of all the cultural subjects, music, next to reading, is most valuable and useful. Music has come to be recognized as a real force in the education of the child. It is no longer necessrry to plead for its recognition; its place in education is conceded, but great intereet is manifested in the manner in which it is taught.

In all teaching there are three factors—the instructor, the subject matter and the recipient, or learner. In music teaching much consideration has been given to the teacher; still more to the material and until very recently very little to the greatest factor, the child.

Music is a language and like language must be learned by hearing. A child hears language all about him from birth. When two organs of speech have grown sufficiently strong the child begins to talk using at first the words of most significance of physical life, family relations and environments. Speech develops rapidly. The music sense awakens later than the language sense. If the child may hear music all about him exactly as he has heard language, he will come to know music and use it in some way to express

himself just as he did language. Music, good music, should be heard in great abundance by every child in its own home then it will not only be a pleasure to study about the music he already knows but the music will become a part of him.

What advantage would this be to the child? It would be means of culture and education. What the fragrance of the flower, the bloom of the apple, the aroma of the grape is to their environment, culture is to the enjoyment of education. Music in itself is one of the greatest forces for developing breadth in the home or elsewhere. A love and appriciation of that which is truly excellent in music is developed in the schools through the singing, playing and hearing of that which is typical of the best in art.

In the primary grades this culture work is necessarily confined largely to the unison singing of beautiful little songs taught by the imitation. In the grammar grades part singing becomes the general practice. In the higner classes the work becomes broad and comprehensive including part songs, choruses and smaller choral works.

Music should be studied for itself without any great aim in view except in casses of marvelous by talented children. The intellectual drill which the study of music gives the child is af great educational value. There is nothing that will take its place and it is for this reason that many of the greatest educators have advocated it so highly. In addition to the actual study of music results in almost limitless gratification in later life in the understanding of musical masterpieces.

The mechanical means of reproducing music, in addition to carrying masterpieces to thousands who might not otherwise become acquainted with them, will at some time develop a more wide spread demand for musical culture, for the mysteries of the most beautiful of arts will always have their fascinations as well as their educational benefits.

SCHOOL NOTES AND NEWS

BALTIMORE

Oct. 26 we had a visit from Dr. P. O'Connell of Gammon Theological Seminary. Dr. O'Connell addressed the school in the interest of the Stewart Missionary Foundation and left a stirring message among us. We shall always receive him with pleasure.

On Nov. 6 the football team of Morgan defeated the "Allies" to the tune of 6 to 0. This however doesn't add to the burdens of King George as said allies frequent Druid Hill Park rather than the Dardanelles. The game was marred by a late start and the exceedingly poor work of the officials. The frequent penalties suffered by Morgan prevented a much larger score being rolled up. Anyhow, as one young philosopher expressed it, "To win by six is just as good as to win by sixty"—perhaps.

On Monday morning, Nov. 8th Pres. Spencer, Dean Pickens and the

Glee Club appeared before the Baltimore Preachers' Meeting of the M. E. Church. Dr. Spencer briefly introduced Dean Pickens who gave a very interesting and animated address full of optimism and hope.

The Glee Club sang a number of Jubilee songs and Geo. T. Sie sang a hymn in the Kroo language of Africa.

Standing room only at Morgan on December 2. Installation exercises of Dean William Pickens.

Hurrah! Hurrah!! Hurrah!!! High School, 0, Morgan, 25.

At last the boys turned the trick! For five long years we have patiently awaited this sort of revenge on our ancient rivals.

Saturday, Nov. 12th Morgan and the Baltimore High School staged a game at Union League Park which resulsed in an overwhelming defeat for the latter. Morgan's heavy line and swift backs literally played rings around the High School and only frequent penalties incurred prevented a much higher score.

Lane, Morgan's little quarterback played a brilliant game and handled his team with rare skill and judgment. Scott in full back made first downs almost at will and is by far the most promising fullback since the good old days of "Yank" Burke, "Bros" Chamberlin and "Little Jack" Dawson.

The boys are right on their toes now and are pulling for victory. Games are scheduled with Storer College on Nov. 20 and with Manassas Industrial Institute on Thanksgiving day. Coach Booker is well nigh merciless in his practice stunts and vows to turn out a few prodigies on the Old Hill. And S. S. Booker the genial Secretery of the Y. M. C. A. deserves a lot of credit for the way he is hammering Morgan boys into shape.-

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PRINCESS ANNE.

The faculty and students were very sorry to hear of the sudden death of Mrs. Bertha Chamberlain Gillard, a beloved and honored graduate of class of 1906.

The student body has been greatly inspired this month by the visits and addresses of Mr. Henry Downs and Mr. Horace Brooks of St. Michaels, Md.

Revs. J. W. Parker, J. A. Kiah, J. H. Nutter, J. R. Waters of the Delaware Conference, Dr. W. C. Jason, President of Dover State College, Dover, Del., Mrs. Clara Brown, Messrs. James H. Blake and Herbert Wilson also visited us.

Wednesday, November 17th, the day on which Booker T. Washington was buried the Academy suspended all work for one hour out of respect for that great man. The Principal and Faculty sent letters of condolence to the bereaved wife and family.

We are greatly equipping our chemical laboratory. A new supply of chemicals has just come. The new equipment will greatly aid the agricultural department in scientific and practical farming.

The Princess Anne Academy Fire Department had a very good drill last week. Should we ever happen to have a fire on the place we feel perfectly sure that our fire department with the new water system will be very effective.

We have inaugurated a new scholastic system here this year—"The Gery Plan" which is giving us excellent results both in industrial and and academic work.

We find that by this plan we are able to approach more nearly the mark of efficiency in that we are accomplishing more work in less time.

The Princess Anne Academy Concert Band is busy letting the jolly notes fly. The band under the efficient leadership of Professor J. E. Smith, expects to make a tour of the Eastern Shore of Maryland before Christmas.

The Civic Club of Princess Anne awarded Mr. C. C. Reed, the instructor in printing, the second prize, one dollar, for well kept yard during the summer.

Thanksgiving day at the Academy was brimfull of out door sports, such as running, jumping, tennis and foot ball.

The fast varsity team was defeated on Thanksgiving day by the scrubs in a snappy and well played game, score 12 to 6. Star plays were made by Parker and Oliver for the scrubs and Coleman and Sewell for the first stringers.

Under the auspicies of the Trigg Athletic Association an excellent program was rendered in the chapel Thursday evening, November 25th. Rev. J. U. King and Miss Blanche Furniss of the town assisted. A special number on the program was an address by Dr. I. Garland Penn, Secretary of the Freedmens Aid Society.

In company with Dr. Penn was Miss Penn, his daughter, who is a teacher in Dover State College, Dover, Del.

Quite a number of our graduates were here for Thanksgiving day.

BY S. H. DIX.

From the Students' Saturday Evening Bulletin.

Miss C. said every time I touch anything with a sharp edge I cut myself.

Would a cake cutter?

Mr. Finney asked Mr. Bond:—"what did Queen Elizabeth take her pills In?"

Mr. Bond replied:—"In cider."

While Miss Edna Waters was rehearsing some hymns, her father asked:

—"What is your favorite hymn, Edna, my darling?"

—She replied: "The one you chased away over the fence last night, dear papa."

A good husband is like dough because a woman kneeds him.

If Miss Blue should fall into a sea of Latin constructions would Julius Cæsar?

If she should be so fortunate as to be received by a boat, would Cicero?

If the agriculture class organized a musical company, would Sydney Coard?

I've seen culture of the Roman
I've seen the culture of the Greek
I've seen culture in the haughty
I've seen culture in the meek
I've seen culture in a grown up
I've seen culture in a child
But that awful Agri-culture's
Got the others "skinned a mile."

Mr. Alba B. Johnson of the Baldwin Locomotive Works, Philadelphia received an invitation to be present at the dedication of the new dormitory for girls. Being unable to attend he expressed his regrets. He paid a compliment to the school for the advancement it is making. Reference was made in the letter to the fine quality of publications that are sent from our schools.

Mr. Johnson paid the scholarship which the instructor in printing at the Academy received while a student at Hampton Institute.

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THE MORGAN COLLEGE BULLETIN

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NUMBER 12

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Morgan College Bulletin

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MARYLAND AGRICULTURAL COLLEGE

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The Morgan College Bulletin

VOL. VII DECEMBER, 1915 NO. 12

E D I T O R I A L S

1915—1916.

This issue and this year marks the end of the seventh year of the BULLETIN. A seven year old is entitled to go to school and begin to learn. A few have carried the heavier burdens and have been very conscious of falling short of their ideals. It is to be hoped that the new year and the new volume will bring added interest and value. The past year has been a remarkable one in many respects not only in a world wide sense but in our school and college life. We are living in a most epochal age and all our doings are in some way related to the age.

We have plans for making our BULLETIN of greater value to all, to students, teachers, to the ministers of our Conferences and to any who care to read it.

We extend to all our readers the heartiest well wishes that the new year may bring health, happiness and the richest blessings of the Father.

J. O. S.

A VISIT TO BETHLEHEM.

OF course one visiting Jerusalem must see Bethlehem and the Field of the Shepherds. Committing ourselves to the tender care of one who by much bargaining has agreed to carry us to the historic and sacred places, we are off over rugged upland to the south of Jerusalem. We are on ground made familiar by prophets and warriors of old, by Apostle and Christian devotee, by Crusader and Turk until the mind revolts at the tangle of names and dates. Monastery, church, hospice, shrine and tomb each marks a date, a person, an event of sufficient importance to claim the attention of the historian and traveler.

You may be a skeptic if you will, but why be an unbeliever when the objects are before you. Near by is the Mount of Evil Counsel where Caiaphas had a country-house and where he consulted with the Jews how he might kill Jesus. Over there to the left is the Well of the Magi where the star appeared to the wise men of the East.

Here is the tomb of Rachel (Kubbet Rahil) gleaming white in the desolate fields. This traditional burial place of a beloved wife has been held in veneration by Jew, Moslem and Christian.

A mile beyond Rachel's Tomb we come to the straggling houses that mark the beginning of Bethlehem—"the place of bread" a town of some eight thousand inhabitants.

Some of the people present a peculiar appearance, with light hair and blue eyes. These are the descendants of the Teutonic Crusaders who remained here after the Crusades. Many of the household industries of the town, the vineyards

and the fields are carried on by these thrifty descendants of brave but misled warriors. Rosaries, crosses, carved wood, mother of pearl and coral are all worked out with great care and offered for sale with unceasing importuuity.

The most noted object of the town is the Church of St. Mary on the traditional spot where Christ was born. This place as early as the second century was believed to be the birthplace of the Christ and there is no reason to doubt that this was the place of his birth. Whether the exact spot has been identified is immaterial.

Here in 330 A.D. Constantine erected a beautiful church or basilica. Here in 1101 on Christmas day Baldwin was crowned king. In 1482 the church having become out of repair Edward IV of England gave the lead for a new roof which was later stripped off by the Turks and melted into bullets. The church was greatly restored and occupied by the Greeks in 1672. The Latins were admitted to a share in 1852. Now the church is jointly occupied by Greeks, Latins and Armenians. As if to reprove the Christian world for its lack of unity, even for mutual hostility of its sects Moslem or Turkish soldiers keep guard and prevent the Christians from cutting each others throats.

The Church of St. Mary is a large structure built like a fort, with very narrow doors and few small windows, suggesting the strenuous times of the Crusaders when church and monastery often served as forts.

Inside the church there are evidences of former grandeur and magnificence. Mosaics, carvings, pillars, massive walls, gilded altars, all attest the devotion of the ages.

A flight of marble steps leads to the crypt, the chapel of the Nativity. The crypt or chapel is lighted by thirty-two lamps, many of them being solid silver and of rare workmanship and design. On one side of the chapel is a recess, where is located the altar in front of which, let into the floor, is a large silver star. Here too are rich lamps, fifteen in number, six belonging to the Greeks, five to the Armenians, and four to the Latins.

Opposite this recess of the Nativity, by a descent of three steps one comes to the Place of the Manger a modern marble affair in which is a large wax doll representing the Christ child. One is almost shocked at the sight. It is said that the genuine manger was carried to Rome by the Empress Helena.

Amid the glitter and grandeur, the chanting priests and the swinging of incense one almost loses sight of the Christ child and his supreme mission to men.

Going out into the slanting light of a beautiful April afternoon we see in the deep liquid eyes of the children that race beside our carriage more of the real Christ child than we can find in the stately service within.

So we drive away to the Field of the Shepherds hoping that we may catch some of the notes of the *Gloria in Excelsis* that sounded over the plains that first Christmas morning.

TUSKEGEE'S NEW PRINCIPAL.

Much interest has centered around the question of the possible successor of the late Dr. Booker Washington. Names of many prominent men were suggested to the Board of Trustees of the Institute. Later, Mr. Emmett J. Scott, Secretary to Dr. Washington and Major R. R. Moton, Commandant of Cadets at Hampton Institue were the probabilities. The choice of the selecting committee was Major R. R. Moton.

An upright, a strong, a fair man will carry on the work conceived and promoted by Dr. Washington.

C. C. R.

L I T E R A R Y

PRINCESS ANNE ACADEMY GREETINGS.

Thomas H. Kiah.

PRINCESS ANNE ACADEMY felicitates Morgan College upon her good fortune in securing so renowned a gentleman and scholar as Dr. Wm. Pickens as her Dean.

On behalf of Princess Anne Academy—her Faculty of twelve teachers, one hundred and twenty-five students representing eight states, on behalf of the Delaware Conference, representing a constituency of 30,000 which is a direct contributor to Princess Anne Academy and Morgan College—I bring to you greetings.

Morgan College has been the synonym for a high standard of scholarship during all of her years. Her alumni stand foremost among Negroes of achievement. High up on the roster of men and women of the race are:—W. Ashbie Hawkins, G. W. H. McMechen, C. C. Crockett of Hawaii, W. A. Warfield, D. G. Scott, J. H. Lockerman, M. A. Hawkins, J. G. Logan, C. L. Davis, W. H. Brooks, M. J. Naylor, I. L. Thomas, M. W. Clair, Ella B. Dowell and the late S. S. Jolly.

The selection of a Negro as Dean is a long step forward in recognition of the growing efficiency in the race. Every time a Negro is lifted to a position of honor and trust, hope and inspiration spring anew to the breast of a Negro boy. He catches a glimpse through the rift in the cloud of its silver lining.

Fact is fact. Fact is fact for Negroes as for the rest of the family. The story of Abraham Lincoln with his pine knot and as a rail-splitter need not necessarily hold out hope to a black boy in the United States of America for similar achievements. He will be charmed and filled with wonder at the revelation in the story. But when a Negro boy reads "Up from Slavery," "The Life of Douglass," "The Heir of Slaves," he knows he has hope even in a country like ours.

The trustees of Morgan College did well to search the country over to find such a man. A fitting tribute does she pay to a man who by hard work and struggle, has come to the top.

I predict a new era for Morgan College.

Princess Anne Academy is a decendant from Morgan College, although differing somewhat in character of work, in that with academic she combines industrial work.

Being an outgrowth of Morgan College it is natural that we should rejoice at any good fortune for Morgan. We predict a bright future. The past at least is secure.

The public unrelated by bonds of love and reverence such as are the possessions of her students and graduates, feel an especial pride and encouragement in the recognition given a colored man in Morgan College. They see not only a new Dean, but a Negro dean of Morgan College.

Dean Pickens has the congratulations and sympathetic support of the thoughtful Negroes at the entrance upon his work here. They believe he will make good.

A good man and a profound scholar retires as Dean Emeritus. The force of Dean Young's scholarship as it has lent itself to the lives of the young men and women who have come and gone in the past quarter of a century has been a mighty stimulus for greater endeavor. Dean Young has worked with singular devotion and untiring energy for Morgan College. More than once have I heard him say, "I had rather be Dean of Morgan College than be President of the United States," and I know he meant it. For thirteen years he lived in the building with the students and every student who spent much time at the school, never refers to the school without calling up the memory of Dean Young. Many shall rise up and call him blessed.

Princess Anne Academy greets Morgan College and Dean Pickens without any misgivings that she will take her place among the institutions of learning in accomplishing the exalted mission of training leaders and sending them out with the true vision of a life of service to their fellows. The young Negroes of the masses are in too large measure becoming a menace to their communities. They are living without hope in the world. They are blind because they live in the dark. They are beginning to say strange things of a God who seems to be in a conspiracy with the evil in men's hearts to perpetuate the evil conditions under which they must live. To them there is no escape. Their recklessness, their desperation, their shiftlessness, is born of their lack of vision and absence of hope. Negro schools in Maryland have been in a state of retrogression, which in not a few instances approached zero at a limit. A glimmer of a Renaissance is at present evidencing itself through the effort of the new Negro deans or county supervisors. The incompetency in teachers is giving place to the younger and more efficient teachers. But even here is a grave danger. With the teacher and increased efficiency in his classroom comes also a lack of the soberness of realization of responsibility and of vision which in the moral content are questions of vital moment in creating false ideals in the community life. The great menace in the life of the young educated Negro is a social one. And it is becoming a cesspool of filth into which young people of power are falling in ever increasing numbers.

Morgan College has always stood for the homely virtues, temperance, sobriety, selfcontrol, indeed she, being Methodist in fact, has not found the famous paragraph "248" a yoke of restraint, because she knew that human nature needs a guide and that no man can keep the mastery of himself and indulge in certain diversions, notwithstanding everything which may be said to the contrary.

Morgan College is about a great work. We do not believe she will come down, but that she will continue to pursue her high ideals through interminable years in scholarship and moral worth that her young men and her young women may look up and see visions, and dream dreams, and bear witness finally with Paul "I was not disobedient unto the heavenly vision."

Princess Anne Academy congratulates Morgan College and Dean Pickens on the favorable outlook and the splendid opportunity for service.

AN INVALUABLE AID TO THE TEACHING PROCESS.

R. A. Grigsby.

THE teacher who succeeds in bringing the pupil to the realization of his own powers has accomplished a large part of the education of that pupil.

One natural tendency which is very influential, especially in children, is the tendency toward exercising creative powers. Nothing pleases the ambitious youth more than his being able to point to some object, however rude, and say, "I made that." The little cake baked in the little pan by the little girl means more to her than does the big cake baked in the big pan by the mother. The little table made by the little boy has a larger meaning to him than does the big table made by father. Little things made by little folk help them to discover their powers.

The boy at the carpenter's bench or at the blacksmith's anvil, or the girl at the sewing machine, has a feeling of inexpressible joy as the smoothly turned table leg or the well shaped horse shoe, or the neatly sewed dress, developes into the form already planned in the mind of the maker. This satisfaction, which comes from the realization that one is able to convert one's powers into something useful, serves as a great incentive for perfection, not only for industrial training, but also for literary training.

Experience has shown that, in the teaching of original composition, efforts toward helping the student to discover his innate powers are productive of most satisfactory results. The student gains much from reading the best literary productions, but he gains more from working his own thoughts into the best possible forms. Have you ever noticed the light that beams in the face of the student as he writes his thoughts into well formed sentences, his sentences into paragraphs, and his paragraphs into a whole composition? He feels that what he has written is his own. He, only, is the maker of that composition, which, if well done is one of his greatest benefits and blessings.

Artificial means for producing music can not give to the world the satisfaction which comes through the touch of the human hand upon the piano and through the music of the human voice. The wonderful inventions of the player piano and the phonograph have interfered but little with the work of the conservatories of music, for, regardless of the ingenious musical inventions mentioned above, man is striving indefatigably to perfect his own powers in producing music.

There must be fostered in the youth confidence in his own powers as well as admiration for the powers of master minds. Many a student has failed to come to his best, because he has had brought before him the work of master minds, without sufficient encouragement as to his possibility of producing something like the masterpiece which he studies.

When a student has presented some quite imperfect product of his own make for criticism, care should be taken on the part of the critic in finding fault not to overlook the merits, however few they may be.

The boy or girl, who discovers that he or she has power to approach perfection in small things, will gain sufficient self confidence to attempt

larger things, which will inevitably result in the accomplishment of larger things.

Someone praised the verses of an English lad, and to-day England boasts of a Shakespeare. Someone told an Italian lad that there was power in him to chisel rough stone into beautiful images, and Italy to-day is proud of Michel Angelo, sculptor and painter. Someone helped two other Italian lads in discovering their powers to express, by means of their paint and brushes, the deepest feelings of the human heart, and Leonardo da Vinci gave to the world the moving pathos of The Last Supper, and Raphael gave the world the sweet charm of the Madonna.

As it was with the masters of art mentioned above, so it was with the countless host of master mechanics and artisans who have given to the world invaluable products of their innate powers.

Every boy is not born a genius, but all, normally born, posses some power that can be nurtured and encouraged until it has transformed a crude material into something beautiful and useful.

So, pupils must be brought early to realize that they can turn out from their work shops or workroom products, whether in the form of language or in the form of some cmehanical art, products which are comparatively as admirable as any piece of work turned out from the machine shop or from the art studio.

THE CHRIST CHILD

A Paraphrase, of Luke.

Wm. Pickens

Translated for Little Children

EIGHT days after this baby was born, when it was time to christen nim they gave him the name Jesus, the name which the angel had called him by to his mother long before his birth.

Sometime later, as the laws of the people required, his mother and father took him to the City of Jerusalem, where there was a great Church called the Temple, in order to give him to the Lord by making him a member of this Church. There was a law that said that every boy who was the oldest of his brothers and sisters, should be given to the Lord and the Church in this way. And this little boy's mother and father also gave the Lord the two turtle-doves and the two pigeons, which the law required them to bring with such a child.

At that time there was living in Jerusalem an old man named Simeon, who was a good and faithful member of the Church, and who was always telling the other people that he expected to live to see just such a child as this little Jesus, who should grow into a man that would be able to help the Jewish people out of all their troubles. He said that God had promised him in a dream or somehow that he should not die until he had seen such a child. Simeon was very old now, but when the mother and father brought this little boy to the Church to have him given to the Lord, the old man was very glad to see the child,—just such a child as he had been waiting and praying to see for years. He took the baby out of his mother's arms into his own arms, and no doubt kissed him, and

and thanked the Lord and said:

"Now, God, let thine servant die,
According to thy word;
For unto thee my soul would fly,
Since I have seen the Lord,—

"For all the nations of the earth,
The Gentile and the Jew.—
A Savior in this baby's birth
To lead them all to you."

The baby's mother and father were surprised at what old man Simeon did and said, and they did not know what it all meant. But he said nice things to them also, and finally to the child's mother, whose name was Mary, he said:

"This baby is to be a great man among the Jews, but he is to have some very hard work to do; sometimes his work will be so hard and give him so much trouble that your heart, dear mother, will be sorry for him. But he will do his work, however hard, for he will be a brave man; and he will teach the people and make them better."

There also was a very old lady in the churchyard named Hannah, who was a good and faithful member of the Church. Her father, who was no doubt dead now, was named Phanuel and was a kin to those families known as the Ashers. This elderly lady had been married, but her husband was dead, and she was now eighty-four years old. Therefore she lived in some big room of the big Church and prayed and sang and talked to the people about the Lord. When she saw what old man Simeon did and heard what he said about Mary's baby, she came up and thanked God for the child, and she began to talk about this baby to all those people who said they were hoping and expecting that somebody would be born who would grow into a great and good leader for the Jewish nation, and save their great city, called Jerusalem.

After taking the baby to the great Church and making him a member of it in this way, the mother and father took him back to their home in the little town of Nazareth in a part of the country called Galilee.

The child grew and was healthy, and he learned, and God cared for him as he cares for all children.

And every year his mother and father would go back to Jerusalem tc the great Church, at the time when they were having the big meetings called Passover Festival. When the boy was twelve years old they took him to one of these festivals, and when they started back with a crowd of their friends, they thought the lad was coming along, too. But he was not; he liked what he was seeing and hearing so well that he stayed behind. After travelling all day, thinking that he was in the crowd, toward night they naturally turned to look for him among their friends and kinfolk, and not finding him, they went back to Jerusalem to look for him. Two whole days and nights passed from the time when they missed him before they found him, sitting in that churchyard among some teachers and preachers, hearing them talk and asking them questions, like any child who wanted to learn. These men seemed to be surprised, not at how much he knew, for children do not know so much, but at how sensible his questions and answers were and how quickly he could learn. His mother and father had looked for him in many other places, where most children like to go when there is a big celebration in town, hardly expecting to find him at the Church. And his mother, who was no doubt pleased and proud, said:

"My child, why have you treated

us like this? Your father and I have been looking everywhere for you, and we have been worried for fear you might be lost or hurt."

"Why did you look everywhere for me?" he answered politely. "Did you not know that I must be at the Church, which you have taught me is the house of my heavenly Father?"

His mother and father did not understand this; it was so odd for a child. And they took the child and went back home to Nazareth, and he was always very obedient. And his mother often thought it over: how she thought he was lost, how afraid she was, and how she found him at last sitting in the churchyard talking to the teachers and preachers.

And the boy, whose name was Jesus, grew, and he helped his father sometimes in the carpenter shop and helped his mother now and then in the house, and played often with the children of the neighbors. And he learned and became a young man who was loved by both God and the people.

SHOULD THERE BE CO-EDUCATION?

Harriet A. Woolford.

EVER since schools have been in progress the question concerning the education of women has been a subject of much discussion. In China it was thought that she ought not to be educated at all, for she needed no education. In Rome and Greece it was decided that she should be taught just enough to enable her to carry on the work in the home, that being considered her only position. To-day, however, the sentiment is that she ought to have a liberal training, equal to that of man. But with this conclusion these questions arise: Where shall she be educated? Shall she be trained alongside of the boy or shall she be placed in separate institutions?

Let us see why it is important and necessary that the girl be educated beside the boy. There are certain complementary qualities in the boy and girl which fit them for interaction and mutual influence. Tennyson says they are "complementary angles." The Creator has given them an exchange of faculties and they are able only by the force of each others completion to solve mysteries that under any other conditions would remain forever unfathomable.

There is seldom a line drawn in the graded schools. Young men in college come from the co-education of primary schools and return to the co-education of society. For is not society a co-educational institution? What reason therefore can be given for setting apart four or eight years of life and making it distinct in its method of discipline from every other portion of life. These are the years too that fashion the man or the woman.

A young man, who goes to an institution where co-education does not exist, will find that while he has been well trained in the higher branches of knowledge he has lost, nine cases out of ten, some of the finer qualities. His manners are apt to be slow and brusque. He has fallen likely into the nets that hazing and similar barbarisms, profanity, intemperance, and other immoralities create;—conditions of which there would be less if the institution were co-educational. For in one sense if young men are in school with ladies it is as being with moth-

ers and sisters. Without doubt a modest young woman causes a young man to have a certain amount of modesty in all his habits. Just her presence causes him to feel a sense of refinement.

It is almost safe to say that separate female colleges proceed wholly on the idea that the same grade of intelleetual discipline is not called for in the training of young women as of young men. "They say" that young women have not the ability to pursue the same studies, or that they are physically too weak. These statements have been proved false. Girls have proved their ability to perfor.n the same intellectaul tasks as boys in co-educational schools.

At Vassar College, a College for girls, Greek is an infrequent choice just as in many of our colleges Latin and Greek are elective and many girls do not wish to pursue them. What does this mean? The graduates of such schools are are not prepared to take charge of our high schools, for a teacher in a school should have a general knowledge of every subject taught in that school. And for reasons similar to this women must swarm district schools and grammar schools. They cannot therefore hold their own on such degrading terms as these. They must be able to rank with the best or else occupy a position suffering the constant dishonor of an unfavorable comparison. There is no better way to have them see this comparison than in the college with young men.

Co-education is in the line and nature of God's providence. God did not intend that man should be separated from woman. He said, "It is not good for man to be alone I will make an help meet for him." How can woman be his help meet if she does not even know him? What better way to study him and his problems than by sitting daily with him in the class room, trained to think along the same lines with him?

The question of education you see has reference to vocation and destiny, for it is a process of preparation for an end. The education of the woman involves the theory of the life sphere of woman. "Education must be of two kinds—general, fitting each person for his common destiny with all; special, as fitting each individual for the particular calling he shall occupy."

As long as the germinal power rests with woman one should look carefully toward the copiousness of her physical and intellectual fountains of strength. What better way is there to insure happiness, develop a nation of men and women strong intellectually than to have the parents of them associated together in early manhood and womanhood, and equal in power of intellect as well as other powers. If more of the conditions, more of the character of later life were before each of the parties we would expect more sagacity and more wisdom.

OUR SCHOOL.

Julia I. Wyche.

Tune—Maryland, my Maryland.

Oh! let us lift our voice aud sing
Praise to thee, our M.-A. dear;
And let our strains in music ring
Upon this hill, with joyous cheer.
We 'll fill thy halls with songs of praise,
We 'll give thee homage all our days,
To loftier heights, we'll strive to raise
Thy name and fame, Oh! M.-A, dear.

We shall forever aim to be
Thy daughters true, Oh! M.-A. dear
Where'er we go, we shall be free
To sing thy honor, loud and clear.
We hope that as the days go by,
Thy progress great will mount so high,
That everyone with joy will cry:
"All hail to thee, our school so dear!"

SCHOOL NOTES AND NEWS

BALTIMORE.

(The following verses, by some anonymous writer, were received thru the mails on December 2, the day of the Installation of William Pickens as Dean of Morgan College.)

CONGRATULATIONS TO DEAN PICKENS.

Congratulations and best wishes
On this, thy Installation day,
When life's great task for thee increases
And honors smile upon thy way.

The strength which led thee up the mountain
Will keep thee on the plateaued height.
Drink from the same old sparkling fountain
Of labor, helpfulness and right.

While busy in the field of knowledge
With all thy powers in good employ,
God grant thee, Dean of Morgan College,
The bright and precious gift of joy.

(Anonymous).

INSTALLATION OF DEAN PICKENS.

J. H. CARTER.

Thursday, December 2, 1915, was Installation Day at Morgan College. William Pickens, Lit.D. a graduate of Yale University and Phi Beta Kappa man was inaugurated as successor to Dr. Charles E. Young, Dean Emeritus.

The exercises of the day were three fold consisting of an alumni celebration and reunion in the morning, the installation exercises proper in the afternoon and a special educational mass meeting in the evening. The first two were held in the College Chapel while the mass meeting was in Sharp St. M. E. Church.

Promptly at 10 a.m. the alumni formed in column and flanked by the student body as guard of honor, marched to the chapel. Dr. Thomas S. Hawkins, class of '95 and President of the Alumni Association presided. The program consisted of greetings from representative Alumni in the various walks of life and music by both the audience and the College Glee Club. Principal Thomas H. Kiah, A.B. '06 brought a strong and cheering message from Princess Anne Academy. His address may be found in full in this issue.

The morning session ended at noon and then the real reunion and get together meetings were held in every corner and corridor of the building. The "old boys" slapped one another on the back and felt themselves young again. A buffet luncheon was served in the College dining hall which had been tastefully decorated for the occasion.

Soon the time had slipped away, the lines formed again and the exercises proper of the day were on. Rev. C. W. Baldwin, D.D. of the Board of Trustese presided. Many other distinguished educators were on the platform and in the audience. After greetings from the various schools represented the charge to the new Dean was delivered by Rev. John F. Goucher, D.D., LL.D. on behalf of the Board of Trustees. Academic costumes worn at both morning and afternoon sessions lent a note of dignity and grace to the exercises.

At eight o'clock in Sharp St. M. E. Church a large audience was called together in an educational massmeeting by His Excellency,

Phillips Lee Goldsborough, Governor of Maryland. After introductory remarks in which His Excellency warmly commended the work being done by Morgan College. Dean Pickens spoke at length on what he styled "A Teacher's Creed." Dr. Pickens said that the race as a whole has merely scratched the surface of education and that those few successful Negroes who attained to prominence were but examples of what might be done.

Dr. Goucher spoke a few appropriate words of commendation on the effort being made and exorted all interested in education to aspire to higher aims.

LYNCHBURG

The Faculty of the school as now constituted is as follows:—
Frank Trigg,
Ellen Preston Trigg,
Bartha A. Crosby,
Harriet Amanda Woolford,
Julia Inez Wyche.

We were glad to welcome to our school on the twenty-fifth of October one of the most distinguished Negroes of the land, Dr. P. O'Connell. He delivered to the faculty and students a very inspiring address on Africa. The Stewart Missionary Foundation for Africa was especially benefitted.

On the twenty-sixth of October, we had to part with our beloved Principal for five days. But we were cheered by the fact that he was leaving us for a good cause. He was among the many speakers at Princess Anne Academy, during the dedication of the new dormitory for girls. He returned to us with glad tidings from our sister school.

We also welcome most cordially to our midst, Dr. J. O. Spencer, our worthy President. His talk on "Manners" gave us a broader view of our responsibilities, a question which is of interest to the Negro race to-day. We assure you that we were very much benefitted by his striking remarks. He also revised our course of study, giving us the opportunity of especially pursuing those studies which we particularly need as teachers.

On the 31st of October, under the auspices of the teachers, a Hallowe'en Masquarade Party was given for the begefit of the school. Each student was masked to form some character. There were clowns, witches, queens, Indians, Western girls, cow boys, and above all "Charlie Chaplin" with his famous acting. The proceeds were given for the further equipment of the Domestic Science Kitchen.

On Thanksgiving, there was given a "Living Picture" show, including all the modern, ancient, and historical characters. It was the most profitable entertainment given in the school.

PRINCESS ANNE.

AGRICULTURAL NOTES.

J. E. Smith.

An auto party including Pres. N. J. Patterson and wife of the Maryland Agricultural College visited the department a few days ago and expressed their approval of the practical work being done by the students in agriculture.

Not long ago, it was predicted by some "wise ones" (?) that the farm work could not be carried on successfully with student labor, and and that it would be a waste of time and money to make such an attempt. The prediction, however did not prove to be true, because the students' labor, and crops have been wholly satisfactory. More corn and vegetables were grown this year than ever before.

The department is busy figuring the cost of production, gain and loss of the several products raised and sold; and hopes to report same in a later issue of the BULLETIN.

Although our engine failed to cut enough silage to feed the dairy herd until spring, there will be no serious effects as plenty of grass, corn stalks and corn are on had. The herd is in fine condition.

The team, especially "Mollie" and "Queen" the Percheron mares are in prime shape. "Old Jerry" wishes the department to extend to his many friends and old acquaintances a Merry Christmas and a Happy New Year. He has passed his two score years and looks as though he'll pass as many more.

Printing Office.

C. C. Reed, Instructor.

The roll includes:

Hyland R. Moore, third year, Ridgely, Md.
P. Custis Howard, second year, Cape May, N. J.
Daniel L. Ridout, second year, Centerville, Md.
W. P. Gordy, first year, Parsonsburg, Md.
Jesse Hull, first year, Quantico, Md.
Elzy B. James, eighth grammar grade, Princess Anne, Md.
Paris Compton, seventh grammar grade, Philadelphia, Pa.
Chester Robinson, seventh grammar grade, Philadelphia, Pa.

Our force has done the printing for our schools and some commercial work also this year.

Souvenir views of the school in booklet form and some on photograph mounts which were displayed at the dedicatory exercises of the new dormitory for girls were printed in the shop.

The programs of the re-opening exercises of Metropolitan M. E. Church in Princess Anne and share certificates, which were printed in two colors, perforated, are among the tasty pieces of work done by thi department.

Mr. Webber, representing the Baltimore branch of the American Type Founders Company was in the shop recently. He seemed favorably impressed with things generally. He dropped a few hints which helped us.

The invitations, etc. for the inauguration of Professor William Pickens, Dean of Morgan College were printed at the Academy.

Hyland R. Moore is given credit for most of the work on the covers of the BULLETIN this month. It is a neat and clever piece of work for a student.

The young men have a reading room for use when time will allow. With proper use and patronage it will become an invaluable fixity.

At this most oppcrtune time, we wish our friends a Merry Christmas and a Happy New Year.

The following drama was arranged and very successfully played by the members of the second year class Sunday evening, December 12th, in the Academy Chapel:

DRAMATIZATION

— OF —

BUNYAN'S PILGRIM'S PROGRESS

— BY —

MEMBERS OF THE CLASS OF '18

PRINCESS ANNE ACADEMY

CHARACTERS

Prologue.....Evelyn I. Mason
Christian.....Daniel L. Ridout
Evangelist.....P. Custis Howard
Hopeful.....Helen E. Waters
Faithful.....Corrina Davis
Pliable.....Pauline E. Dano
Obstinate.....Esther Johnson
Worldlywiseman.....Alton J. Spaulding
Interpreter.....Ellis B. Adams
Goodwill.....Laura E. Dix
Talkative.....Victoria Pinkett
Shining Ones.....Vella Downs, Elsie Brown, Sylena Black
Passion.....Lycurgus Kiah
Patience.....Brewington Kiah
Old Man in despair.....Chas. E. Matthews
Venders of Vanity Fair:
British Vender.....Consuela Durand
Italian " .....Elizabeth Deedon
French " .....Maud Howell
Spanish " .....Maggie Smith
German " .....Victoria Pinkett
Judge of the Court.....Lester Ward
Jurymen: Mr. Blindman, S. G. Dix; Mr. NoGood, M. Taylor; Miss Malice, E. Mason; Mr. Lovelust, Chas. Matthews; Miss Liveloose, P. Dano; Miss Heady, E. Johnson; Miss Highmind, E. Adams; Miss Enmity, E. Brown; Miss Liar, L. Dix; Miss Cruelty, V. Downs; Mr. Hatelight, J. Spaulding; Miss Implacable, S. Black.
Witnesses: Miss Envy, C. Durand; Pitchbank, M. Howell; Hypocracy, E. Deedon.
Clerk of the Court.....Abigail Gillis
Sheriff.....P. C. Howard
Shepherds.....P. O. Middleton, S. G. Dix, C. Howard, M. Taylor

FIRST STAGE

(a) Christian's departure from the City of Destruction: His help and his hinderances on the way. His prayer in song.—Octet: Misses Adams, Howell, Johnson, Pinkett, Davis, Gillis, Mason, and Eaton.

(b) Christian at the Wicket-Gate.

(c) Christian at the house of the Interpreter. His prayer in song.—Octet.

(d) Christian at the Cross. Music.

SECOND STAGE

(a) Christian's encounter with Apollyon. Song of encouragement.

(b) Christian and his new companion, Faithful. Another pilgrim, Talkative.

THIRD STAGE

(a) Christian and Faithful at Vanity Fair.

(b) Faithful's Trial.

FOURTH STAGE

(a) Christian and Hopeful on Emmanuel's Land.

(b) Christian and Hopeful at the Celestial City.

The Holy City, Solo and Chorus.

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T. H. KIAH, PRINCIPAL.

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